

THE UNIVERSITY OF CHICAGO

THE SCHOOL *of* SOCIAL SERVICE

ADMINISTRATION

ANNOUNCEMENTS

Fall 2004



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www.ssa.uchicago.edu

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

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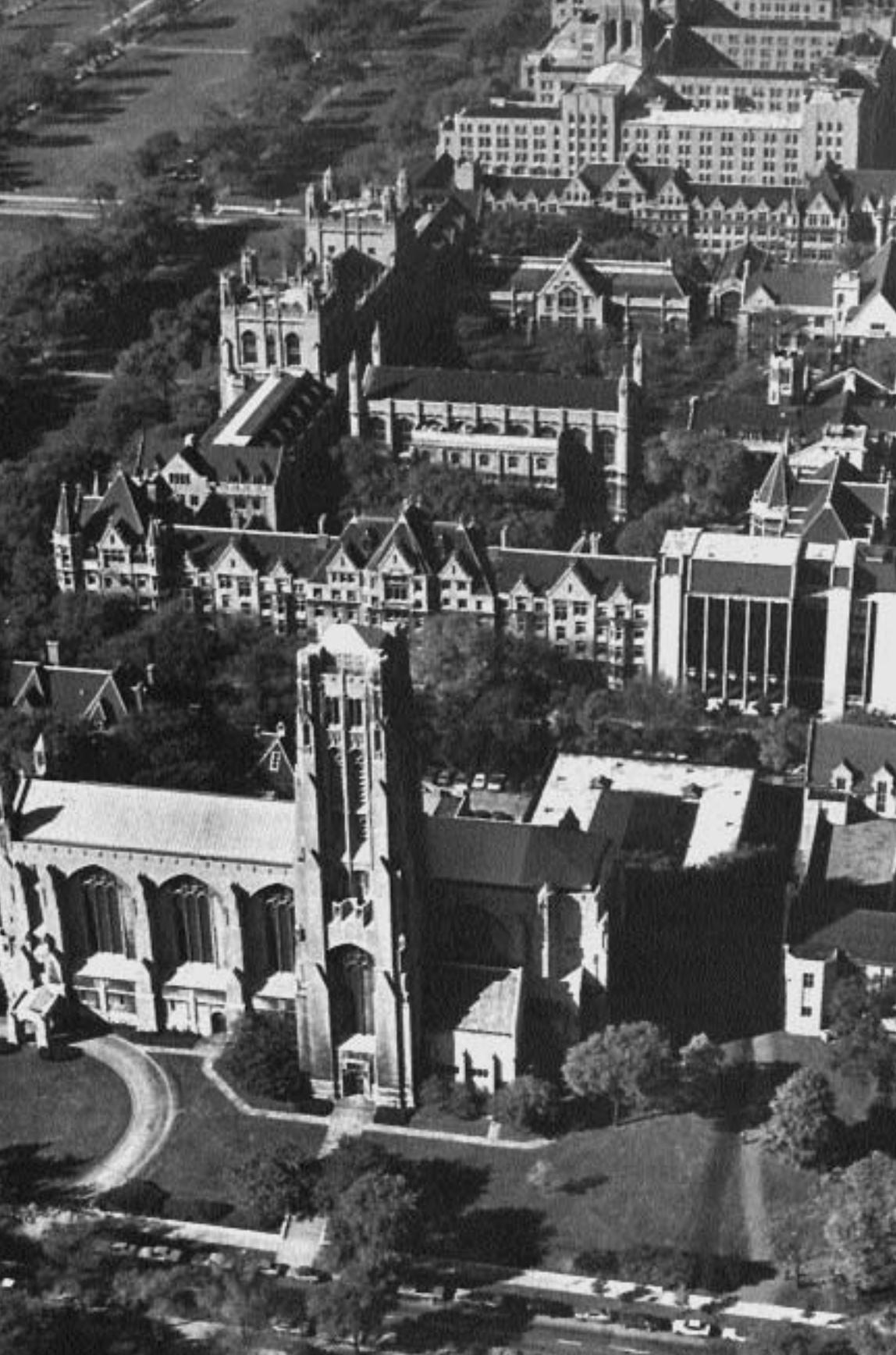
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OFFICERS

OFFICERS OF THE UNIVERSITY

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 Richard P. Saller, *Provost*

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 Sarah Gehlert, *Deputy Dean for Research*
 Karen Teigiser, *Deputy Dean for the Master's Program*
 Penny Ruff Johnson, *Dean of Students*
 Susan Lambert, *Chair of the Doctoral Program*
 Michael Sosin, *Editor of "Social Service Review"*
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 Eileen Libby, *Librarian*
 Beverly Mason, *Office Manager*
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Director of Field Instruction

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 Yoonsun Choi, Ph.D., *Assistant Professor; Faculty Associate, Chapin Hall Center for Children*
 Mark E. Courtney, Ph.D., *Associate Professor; Director, Chapin Hall Center for Children*
 Sadhna Diwan, Ph.D., *Lecturer; Senior Research Associate, Center for Health Administration Studies*
 Malitta Engstrom, Ph.D., *Assistant Professor*
 Robert P. Fairbanks II, Ph.D., *Assistant Professor*
 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.

Colleen Grogan, Ph.D., *Associate Professor; Director, Center for Health Administration Studies; Director, Graduate Program in Health Administration and Policy*

Sydney L. Hans, Ph.D., *Associate Professor*

Julia R. Henly, Ph.D., *Associate Professor*

Penny Ruff Johnson, Ph.D., *Lecturer*

Waldo E. Johnson, Jr., Ph.D., *Associate Professor; Faculty Associate, Chapin Hall Center for Children*

Thomas E. Keller, Ph.D., *Assistant Professor; Faculty Associate, Chapin Hall Center for Children*

Susan J. Lambert, Ph.D., *Associate Professor; Research Associate, Alfred P. Sloan Center on Parents, Children, and Work*

Judith Levine, Ph.D., *Assistant Professor; Research Associate, Population Research Center; Research Associate, Alfred P. Sloan Center on Parents, Children, and Work*

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Stanley McCracken, Ph.D., *Senior Lecturer*

Gina Miranda, Ph.D., *Assistant Professor; Faculty Associate, Chapin Hall Center for Children*

Dolores G. Norton, Ph.D., *Samuel Deutsch Professor*

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Karen Teigiser, A.M., *Senior Lecturer*

Dexter Voisin, Ph.D., *Assistant Professor*

Froma Walsh, Ph.D., *Professor*

Henry Webber, A.M., *Senior Lecturer; Vice President for Community Affairs*

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Irene Elkin, Ph.D., *Professor Emerita*

Paul Gitlin, D.S.W., *Professor Emeritus*

Laurence E. Lynn, Jr., Ph.D., *Sydney Stein, Jr., Professor Emeritus*

Helen Harris Perlman, S.M., D.Litt., *Samuel Deutsch Distinguished Service Professor Emerita*

Elsie M. Pinkston, Ph.D., *Professor Emerita*

William Pollak, Ph.D., *Associate Professor Emeritus*

Harold A. Richman, Ph.D., *Hermon Dunlap Smith Professor Emeritus*

Margaret K. Rosenheim, J.D., *Helen Ross Professor Emerita*

John R. Schuerman, Ph.D., *Professor Emeritus*

Charles Shireman, Ph.D., *Professor Emeritus*

Bernece K. Simon, A.M., *Samuel Deutsch Professor Emerita*

Mary Louise Somers, D.S.W., D.H.L., *Professor Emerita*

Irving Spergel, Ph.D., *George Herbert Jones Professor Emeritus*

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.

Valerie Jarrett, **Chairman**

Donna E. Barrows
Judith S. Block
Shirley Brussell
Elizabeth M. Butler
Arne Duncan
Sunny Fischer
Dr. Betsy R. Gidwitz
Mrs. Louise Glasser
Mary Winton Green
Cynthia Greenleaf
Richard Jones
Nancy J. Johnstone
Iris J. Krieg
Renée K. Logan
Amy S. Lubin
James E. Mann
Suzanne Muchin
Patricia M. Nielsen
Terry Peterson

Dorothy W. Runner
Brian P. Simmons
Heather Steans
David J. Vitale
Gail Waller

Life Members

Charles R. Feldstein
Irving B. Harris
Stanley G. Harris, Jr.
Ann Dibble Jordan
Elliot Lehman
Mrs. Beatrice Cummings Mayer
Jean S. Meltzer
Arthur E. Rasmussen, Jr.
James T. Rhind
Kenneth B. Smith, Sr.
Bernice T. Weissbourd
Maynard I. Wishner





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 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 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 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 anthropology, economics, geography, human development, psychology, and sociology. Research at the School reflects this diversity. Current projects investigate social work interventions with teenage mothers, impaired elderly clients, and people with severe mental illness; 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 former director of strategic planning and development for the Chicago Public Schools as well as 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 aging, child welfare, juvenile justice, and mental health.

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 goals of SSA scholarship are 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, cultural, economic, familial, and psychological 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. 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 are also 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.

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 outside of SSA (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. Many students and faculty 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 African American 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 African American students with the specification that they do their fieldwork in the city's early African American 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.



Cobb Hall architectural detail, home of SSA from 1920-1964

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, economic, familial, political, psychological, and social factors. This perspective recognizes that economic, organizational, political, 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 (community, family, individual, organization, policy, program).
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:

Autumn	Winter	Spring
SSA 30000	SSA 30000	Concentration or Elective
SSA 30100	SSA 30100	Concentration or Elective
SSA 32700	SSA 30200	Concentration or Elective
Field Work	Field Work	Field Work

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, 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. 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 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.

5. 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 2004-2005 academic year are listed below.

- 42100. Aging and Mental Health
- 42800. Clinical Intervention with Socially Vulnerable Clients
- 43600. Cultural Adaptation and Transmission among Immigrant Families
- 43900. Disability: Medical, Ethical, and Psychosocial Issues
- 44301. Psychodynamic Perspectives on Spirituality
- 44400. Sexuality and Social Work Practice
- 44800. Urban Adolescents in Their Families, Communities, and Schools: Issues for Research and Policy
- 45300. Cultural Retention and Social Assimilation: Hispanics in the United States
- 46900. Race and Ethnicity in American Political Life
- 47801. A Human Rights Perspective for Social Work Direct Practice
- 49400. New American Voices: Immigrants and Refugees in American Society

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 a week for a total of 480 hours. Students will participate in an Applied Learning Seminar as part of their field experience. Toward the end of the Winter Quarter, students make selections for second-year field placements. 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 a 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. Field instruction involves 16 hours a week for a total of 512 hours. Placements are arranged through the field education office. 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.

A list of field placements for clinical practice and social administration begins on page 114.

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 encompass a broad range of psychosocial services for a variety of problems in living. 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 organizations, 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 organizing, planning, and development; management; or policy analysis.

Clinical Practice Concentration

The clinical concentration prepares students for advanced practice with individuals, families, and small groups. The program asks students to think critically about different theoretical systems, research findings, and practice methods. Students learn how to monitor progress and evaluate outcomes of interventions and how to determine which approaches are most effective. A defining feature of the program is the focus on the social, cultural, political, and economic contexts of vulnerability and need. Students are led to explore the organizational contexts of intervention. Advocacy is crucial, and courses consider the social worker's role in helping organizations, communities, and the society become more responsive to human needs. Direct practitioners serve a variety of roles in a wide range of settings, and graduates assume supervisory, management, and consulting responsibilities.

Required Courses:

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 and 41700, 41900 or 43401), or psychodynamic (41000/41100). A one-quarter course in Evidence-Based Practice (43212) can also be taken to fulfill this requirement.
2. 44500 Advanced Clinical Research.
3. One advanced human behavior in the social environment course (e.g., 42500 Adult Psychopathology; 42100 Aging and Mental Health; 42600 Diagnosing Mental Disorders in Children and Adolescents; 43300 The Exceptional Child; 44000 Loss, Recovery, and Resilience).
4. A one-credit field case seminar (40100) designed to guide, monitor, and integrate the practicum experience with other course work. The seminar meets biweekly throughout the second year. The credit can be recorded in any quarter the student chooses.
5. A clinical field placement 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 a 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 are expected to tailor their coursework to prepare for career interests and their individual learning goals. This can be organized around work with a particular client population or a field of practice. Courses in the curriculum naturally cluster around populations and problems. Building on the required theory, research, advanced human behavior, and field case seminar courses, students can shape their course of study around areas of practice.

The following are intended as examples only. Students may select from all electives offered at SSA and relevant courses within the University.

Family and Child Welfare*Theories*

- | | |
|-------|--|
| 40400 | Fundamentals of Behavioral Therapy |
| 40501 | Applied Behavior Analysis with Children and Families |
| 40800 | Family Systems Approaches to Practice I |
| 41700 | Clinical Treatment of Abusive Family Systems |
| 41900 | Treatment of Adolescents: A Contextual Perspective |
| 43212 | Evidence-Based Practice |

Human Behavior and the Social Environment

- 42500 Adult Psychopathology
 42600 Diagnosing Mental Disorders in Children and Adolescents

Research

- 44500 Advanced Clinical Research

Electives

- 40300 Treatment of Children
 42800 Clinical Intervention with Socially Vulnerable Clients
 44000 Loss, Recovery, and Resilience
 44201 Qualitative Approaches to Program Evaluation
 44800 Urban Adolescents in their Families, Communities, and Schools
 46500 The Youth Gang Problem: Policy, Program and Research
 47101 Child Welfare: Practice and Policy
 48800 Child and Family Policy
 48901 Family Policy

Field Case Seminar

- 40100 Field Case Seminar

Family and Community Support*Theories*

- 40400 Fundamentals of Behavioral Therapy
 40501 Applied Behavior Analysis with Children and Families
 40800 Family Systems Approaches to Practice I
 41300 Cognitive Approach to Practice I
 41400 Cognitive Approach to Practice II
 41700 Clinical Treatment of Abusive Family Systems
 41900 Treatment of Adolescents: A Contextual Perspective

Human Behavior and the Social Environment

- 42500 Adult Psychopathology
 42600 Diagnosing Mental Disorders in Children and Adolescents

Research

- 44500 Advanced Clinical Research

Electives

- 40000 Clinical Intervention in Substance Abuse
 40600 Social Work Intervention with Groups
 41500 The Practice of Group Work
 42201 Advanced Seminar on Violence and Trauma
 42700 Family Support Principles, Practice, and Program Development *
 42900 Community Partnerships for Family Support *
 44201 Qualitative Approaches to Program Evaluation
 44800 Urban Adolescents in their Families, Communities, and Schools
 45900 Staff Development and Supervision: A Systems Approach
 46400 The Evaluation of Social Welfare Programs and Policies
 46500 The Youth Gang Problem: Policy, Programs, and Research
 48200 Seminar: Political Economy of Urban Development
 48300 Theories and Strategies of Community Change

- 49600 Financial Management for Nonprofit Organizations
- 49701 Administrative Methods
- 49800 Community Organization in the Urban Environment

Field Case Seminar

- 40100 Field Case Seminar
- * Required for Family Support Specialization

Health and Mental Health

Theories

- 40800 Family Systems Approaches to Practice I
- 41000 Psychodynamic Practice Methods I
- 41100 Psychodynamic Practice Methods II
- 41300 Cognitive Approach to Practice I
- 41400 Cognitive Approach to Practice II
- 41700 Clinical Treatment of Abusive Family Systems
- 41900 Treatment of Adolescents: A Contextual Perspective
- 43401 Family Systems: Health and Mental Health
- 43212 Evidence-Based Practice

Human Behavior and the Social Environment

- 42500 Adult Psychopathology
- 42600 Diagnosing Mental Disorders in Children and Adolescents
- 43300 The Exceptional Child
- 44000 Loss, Recovery, and Resilience
- 44400 Sexuality and Social Work Practice

Research

- 44500 Advanced Clinical Research

Electives

- 40000 Clinical Intervention in Substance Abuse
- 40600 Social Work Intervention with Groups
- 40700 Conceptual Foundations in Substance Abuse Treatment
- 41500 The Practice of Group Work
- 42201 Advanced Seminar on Violence and Trauma
- 42400 Comparative Perspectives in Social Work Practice
- 43700 Clinical Social Work Issues in Health Care
- 43800 Skills for Conducting Psychotherapy with Chronically Distressed Persons
- 43900 Disability: Medical, Ethical, and Psychosocial Issues
- 44000 Loss, Recovery, and Resilience
- 44301 Psychodynamic Perspectives on Spirituality
- 44700 Health Policy
- 46600 Special Problems in Health Care Management
- 47801 Human Rights Perspective for Social Work Direct Practice

Field Case Seminar

- 40100 Field Case Seminar

Older Adults*Theories*

- 40800 Family Systems Approaches to Practice I
- 41300 Cognitive Approach to Practice I
- 41400 Cognitive Approach to Practice II
- 41700 Clinical Treatment of Abusive Family Systems

Human Behavior and the Social Environment

- 42100 Aging and Mental Health *
- 42500 Adult Psychopathology

Research

- 44500 Advanced Clinical Research

Electives

- 40700 Conceptual Foundations in Substance Abuse Treatment
- 44000 Loss, Recovery, and Resilience
- 49012 Aging and Public Policy *

Field Case Seminar

- 40100 Field Case Seminar

* Required for Older Adult Specialization

School Social Work*Theories*

- 40400 Fundamentals of Behavioral Therapy
- 40501 Applied Behavior Analysis with Children and Families
- 40800 Family Systems Approaches to Practice I
- 41300 Cognitive Approach to Practice I
- 41400 Cognitive Approach to Practice II
- 41700 Clinical Treatment of Abusive Family Systems
- 41900 Treatment of Adolescents: A Contextual Perspective
- 43212 Evidence-Based Practice

Human Behavior and the Social Environment

- 42500 Adult Psychopathology
- 42600 Diagnosing Mental Disorders in Children and Adolescents
- 43300 The Exceptional Child *

Research

- 44500 Advanced Clinical Research

Electives

- 40300 Treatment of Children
- 40600 Social Work Intervention with Groups
- 41500 The Practice of Group Work
- 41600 Public School Systems and Service Populations *
- 42201 Advanced Seminar on Violence and Trauma
- 44800 Urban Adolescents in their Families, Communities, and Schools
- 46500 The Youth Gang Problem: Policy, Programs, and Research

*Field Case Seminar **

- 40100 Field Case Seminar

* Required for School Social Work Program

Students are invited to consider courses from the social administration offerings such as: 41800 Social Work and the Law; 45900 Staff Development and Supervision: A Systems Approach; 46400 Evaluation of Social Welfare Programs and Policies; 48300 Theories and Strategies of Community Change.

A series of advanced seminars are designed to integrate theoretical and practice issues. These courses are usually taken near the end of the student's program to provide a capstone experience. The courses attempt to break new ground in the exploration of ways of dealing with significant social problems. Examples include: 42400 Comparative Perspectives in Social Work Practice; 40201 Relationships in Interventions with Children and Adolescents; 42201 Advanced Seminar on Violence and Trauma; 43700 Clinical Social Work Issues in Health Care; 43212 Evidence-Based Clinical Practice.

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 nonprofit 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 social 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 other courses organized within three clusters: Community Organizing, Planning, 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 Organizing, Planning, and Development

This sequence of recommended courses is designed to enable students to acquire the conceptual and substantive knowledge base underlying professional practice in community organizing, development, and planning. Traditionally, the field of

community organization has encompassed distinct modes or strategies of intervention – social planning, social action, and community development – by which professionals help community groups engage in purposive, collective change. More recently, such groups have sought to draw from multiple traditions, and to build community across a number of boundaries, to enhance the effectiveness of community responses to contemporary social welfare challenges. The goals of the community organizing, planning, and development cluster are:

- To introduce students to the important theories of community organization and change, so that students can assess the role and prospects for success of community-level interventions.

- To instruct students in the major traditions of community intervention, and to investigate the potential value of those traditions in confronting contemporary problems.

- To familiarize students with the broader political, economic, and spatial environments within which urban and community action takes place.

- To develop analytical abilities in strategic decision-making so that students may engage successfully in different modes of community intervention.

- To develop the critical skills to evaluate the effectiveness of various strategies, actions, and programs.

These goals are realized through coursework and field placements as well as student-initiated activities and other program offerings.

SSA faculty recommend students take one course from each of the two foundational areas (I and II), plus one or more elective courses.

Foundation courses:

I. Theories and Strategies of Community Change:

48112 Community Organizing

48300 Theories and Strategies of Community Change

49800 Community Organization in the Urban Environment

II. Perspectives and Contexts

48200 Political Economy of Urban Development

Electives:

42900 Community Partnerships for Family Support

46500 The Youth Gang Problem: Policy, Programs, and Research

48600 Community Development

48700 Community, Jobs, and the New Economy: Strategies for Change

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

Foundation courses:

- 45101 Organization and Job Design
- 49701 Administrative Methods

One substantive elective from the list below:

- 44201 Qualitative Approaches to Program Evaluation
- 44601 Street-Level Organizations: Theory and Management
- 45900 Staff Development and Supervision: A Systems Approach
- 46112 Allocating Scarce Resources
- 46400 Policy Analysis: The Evaluation of Social Welfare Programs and Policies
- 47300 Strategic Management: External Factors
- 49600 Financial Management for Nonprofit Organizations

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

Foundation courses:

- 45501 Policy Analysis: Policy Design
- 45600 Policy Analysis: Methods and Applications
- 46400 Policy Analysis: The Evaluation of Social Welfare Programs and Policies

One substantive elective from the list below:

- 44201 Qualitative Approaches to Program Evaluation
- 44601 Street-Level Organizations: Theory and Management
- 44700 Health Policy
- 44800 Urban Adolescents in their Families, Communities, and Schools: Issues for Research and Policy
- 46112 Allocating Scarce Resources
- 46500 The Youth Gang Problem: Policy, Programs, and Research
- 48800 Child and Family Policy
- 48901 Family Policy
- 49012 Aging and Public 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
- 42100 Aging and Mental Health
- 42700 Family Support Principles, Practice, and Program Development
- 42900 Community Partnerships for Family Support
- 44201 Qualitative Approaches to Program Evaluation
- 44800 Urban Adolescents in their Families, Communities, and Schools:
Issues for Research and Policy
- 45300 Cultural Retention and Social Assimilation: Hispanics
in the United States
- 45900 Staff Development and Supervision: A Systems Approach
- 46400 The Evaluation of Social Welfare Programs and Policies
- 46500 The Youth Gang Problem: Policy, Programs, and Research
- 46900 Race and Ethnicity in American Political Life
- 47500 The Health Services Systems
- 49400 New American Voices: Immigrants and Refugees in American Society
- 49600 Financial Management for Nonprofit Organizations

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 programs 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 tra-

jectory 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.
- 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 Nonprofit 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:

- 43900 Disability: Medical, Ethical, and Psychosocial Issues
- 44700 Health Policy
- 45600 Policy Analysis: Methods and Applications
- 49012 Aging and Public Policy

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 Principles, Practice, and Program Development, 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 40100 Field Case Seminar, 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 take two courses: 42100 Aging and Mental Health and 49012 Aging and Public Policy. Students also select a field internship specifically designed for this program and

participate in a quarterly seminar. An opportunity to develop an independent project will also be offered.

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 and the Graduate School of Business, the Harris School of Public Policy, and the Divinity School. Dual degrees are also 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 requirements 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.

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:

Chicago Theological Seminary
5757 S. University Ave.
Chicago, IL 60637

Meadville/Lombard Theological School
5701 S. Woodlawn Ave.
Chicago, IL 60637

Lutheran School of Theology at Chicago
1100 E. 55th St.
Chicago, IL 60615

Catholic Theological Union at Chicago
5401 S. Cornell
Chicago, IL 60615

McCormick Theological Seminary
5555 S. Woodlawn Ave.
Chicago, IL 60637

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. 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. 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 eighty 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

Students in the doctoral program are funded with full tuition and fees for four years. Additionally, in the first two years students receive a \$15,000-a-year research assistantship, and in years three and four, a \$12,000-a-year teaching 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. The School pays 82% of tuition during students' fifth and subsequent years.

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.

Students meet with advisors annually 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. These three courses must 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 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 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.





THE UNIVERSITY OF CHICAGO

ON THE RECOMMENDATION OF THE FACULTY
AND BY VOTE OF THE BOARD OF TRUSTEES IN TERM
THE SENIOR OF THE UNIVERSITY HAVE CONFERRED ON

CARRIE ELLEN LITTLEFIELD

THE DEGREE OF
Master of Arts

IN THE SCHOOL OF THE ARTS
AND FURTHER GRANTED THE DEGREE OF HONORARY SENIOR
BY THE CITY OF CHICAGO IN THE STATE OF ILLINOIS
IN THE UNITED STATES OF AMERICA IN THE YEAR
TWO THOUSAND AND TWENTY
ON THE SEVENTEEN DAY OF JUNE

David S. Mustel
Paul H. O'Shea



John A. Bostick
Richard H. Driessens

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 (773-702-5671) 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 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 completed within the past three years 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

Because 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 a baccalaureate-level degree or its equivalent and to have completed social work training 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 occasionally

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 admissions@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 1 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 three years but did not enroll may 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 and assessing 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 transcript 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 is not refundable and 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 (FAFSA) www.fafsa.ed.gov.
8. *Admission decision.* There is an April 1 deadline for filing application to the master's program and January 1 for the doctoral program. In the master's program, admissions decisions are made at three points in the application cycle. Applications received by December 1 will be reviewed by February 15, applications received by January 15 will be reviewed by March 15, and decisions on applications received by the deadline, April 1, will be made by May 30. Admissions decisions for the doctoral program will be made by April 1.
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 \$45,000 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: Because the language of instruction is not English, graduates of the University of Puerto Rico will be required to take an English examination.

SCHOLARSHIPS

People who apply to the School for admission and require 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 \$1,600 per month. This amount should cover books, room and board, carfare to the field placement, and incidentals.

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 Student Loan Office. Returning students may 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 institu-

tion 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 P. 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
 Sophia and Uno Hill Memorial Scholarship Fund
 Leila 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 and 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 part-time 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 part-time evening 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 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, because they vary considerably from year to year. Some states offer stipends to prepare workers for their child welfare programs, and a few offer 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 following graduation.

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% and a guarantee fee of 1% are also assessed. The University of Chicago's Federal Stafford Loan Program offers a 2% 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 1. 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%. 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%. 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 donated by more than 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 graduate from the Class of 1945.

The Nolan P. Jacobson Loan Fund. Established by Raphael D. Atlas, A.M. '50, in honor of a former professor, Nolan P. Jacobson, who graduated from the University of Chicago Divinity School.

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 (773-702-6061).





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 2004-2005.

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)\$552
Advantage Plan (student only)\$820
Dependents (spouse/domestic partner)\$984
4. Student Activities fee (each quarter)\$39
5. Student Health fee (each quarter)\$146
6. Tuition fees per quarter for master's program:
Normal graduate program of three courses\$9,100
Two courses\$6,507
One course\$3,770
7. Tuition fees per quarter for Doctoral Program:
Scholastic Residence\$9,100
Advanced Residence\$3,770

Note 1. Pro Forma status fee is \$193 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. 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 officially scheduled change period (3rd week of quarter) unless caused by the University.

ESTIMATE OF EXPENSES

The following figures may be used as a guide for 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	\$42,941
Tuition	\$27,300
Fees and Student Accident & Sickness Insurance	\$2,211
Books	\$1,400
Commuting	\$575
Room/Board	\$10,500
Personal and miscellaneous	\$2,100
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). Students who wish to take a P for a course must obtain the consent of the instructor by the end of the fourth week of the quarter.

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.

Academic Honesty

Proper acknowledgement of another's ideas, whether by direct quotation or paraphrase, is required. To use another's ideas without proper citation is plagiarism or cheating. Such offenses are taken very seriously by the University and result in disciplinary action that may include permanent expulsion from the University.

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 a minimum of two academic years in Scholastic Residence. During the third through tenth years, doctoral students will register in Advanced Residence until receiving their degrees.

Application for Degree

Application for a degree must be completed online or on a form provided by the Dean of Students 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 \$7.00 per copy or \$10.00 if ordered online. 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, 773-702-5671) 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 of Chicago is a community of scholars, researchers, educators, students, and staff members devoted to the pursuit of knowledge. In keeping with its traditions and long standing policies and practices the University, in admissions 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 study at the University.

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 234, 773-834-9710) 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 disability. 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 POLICY

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 child(ren) 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 child(ren) for benefits should contact the Benefits Office (970 E. 58th Street, 3rd floor, (773- 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 child(ren) 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 child(ren) 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.

- Athletic and Recreational Sports – Ratner Athletic Center, 5530 S. Ellis, Front Desk
- 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 at 969 E. 60th Street, Chicago, IL 60637, (773-702-1135). The information is also available on the internet at: [uchicago.edu/financial/index.html](http://www.uchicago.edu/financial/index.html).

6. For information on financial aid programs, contact the Student Loan Administration, 970 East 58th Street, 4th Floor, Chicago, IL 60637, or the SSA Dean of Students Office (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 South Ellis Ave., Chicago, IL 60637, (773-702-8806).

9. Information on academic programs, faculties, and facilities, can be obtained from the SSA Dean of Students Office, 969 E. 60th Street, 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 twenty-four hours a day, seven days a week, on campus and throughout the Oakland, Kenwood, Hyde Park, and Woodlawn neighborhoods. They patrol north to 39th, south to 63rd, east to Lake Shore Drive, and west to Cottage Grove.

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.

There are approximately 300 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 descriptions of 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 Avenue, Chicago, Illinois 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 33,000 volumes including serials, journals, and reference works. The library has a large collection of microfilms and pamphlets and publications of governmental and voluntary agencies. Online 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 19 PC compatible and additional machines 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 32 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 employs 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. In addition, students are able to print course work and other pages for free, up

to a set amount each quarter. Students are charged a small fee for printing that exceeds the specified number of pages.

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 provides 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.

To help provide networking opportunities, Career Services offers a database of more than 700 recent alumni who have volunteered to be contacts, offering advice and guidance for job-seekers. Several of these alumni also serve on quarterly career panels sponsored by Career Services to discuss their transitions from SSA and their current career paths, and to offer advice to graduating students.

The annual Career 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 Career Fair offers diverse employers in the Chicago area with full-time jobs and/or paid summer work opportunities. Throughout the year, Career Services will send notices electronically to students alerting them to internships, fellowships, and recruiting opportunities.

During spring break, students can participate in SSA's Washington Week. This program brings together SSA alumni in the Washington, D.C., area with currently enrolled students. Often meeting at alumni work sites, students learn about careers in the public and nonprofit sectors, as well as about careers in research, advocacy, lobbying, and program management.

CAREER ADVISING AND PLANNING SERVICES (CAPS)

Career Advising and Planning 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 online job listing service through which employers post fulltime openings. Throughout the year, the

office sponsors programs on successful job-hunting strategies and on opportunities in selected career fields.

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 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, 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 St., Chicago, IL 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, 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, IL 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, other than those in programs explicitly excluded*, to carry adequate medical insurance to cover, among other costs, hospitalization and outpatient diagnostic and surgical procedures. If the student is resident in Chicago, the insurance must cover medical care other than emergency care in the Chicago area. The insurance requirement may be satisfied in one of two ways:

1. Enroll in the Student Accident and Sickness Insurance (SASI) plan offered by the University, or
2. Complete of the online insurance waiver application before the open enrollment deadline. The waiver application requires the student to certify that his or her insurance coverage is comparable to the Student Accident and Sickness Insurance plan.

AUTOMATIC ENROLLMENT

Students who fail to complete an insurance election or apply for a waiver by the open enrollment deadline for the plan year will be automatically enrolled in the University's Student Accident and Sickness Insurance Basic Plan and will be billed for that enrollment. The enrollment is binding for the entire plan year, from September 16 until September 15 of the following year.

The open enrollment period ends at 5:00 p.m. on the third Friday of the Autumn quarter. For students who are not registered for the Autumn quarter but do register during the Winter, Spring, or Summer quarter, the open enrollment period ends at 5:00 p.m. on the second Friday of the first quarter in which they are registered during the insurance plan year.

*INELIGIBILITY

Students in the GSB Evening and Weekend, SSA Evening, and the MLA programs are not eligible to enroll in SASI. Doctoral students in Extended Residence are also not eligible to enroll in SASI. Students excluded from this requirement are NOT eligible to purchase the Student Accident and Sickness Insurance plan.

STUDENT HEALTH AND WELLNESS FEE

All registered students, other than those in programs explicitly excluded*, must pay the Student Health and Wellness Fee, which covers services at the Student Care Center and Student Counseling and Resource Services. The Student Health and Wellness Fee will be waived only for those students who live and study over 100 miles from campus and who will not be on campus during the quarter.

The Student Health and Wellness Fee will not be waived for participants of any other group or individual health plan.

*Students in the following programs are not assessed the Student Health and Wellness Fee and are not entitled to services offered at the Student Care Center and Student Counseling and Resource Services: GSB Evening and Weekend, SSA Evening, and the MLA programs. Doctoral students in Extended Residence are also excluded.

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 pay 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 pay this fee.

IMMUNIZATION REQUIREMENTS

By State of Illinois law, all new students* are required to present proof of immunity from German measles, measles (two shots required), mumps, and tetanus/diphtheria (three shots required for international students). The Student Care Center (<http://scc.uchicago.edu>) notifies all new students of the requirement and provides instructions for compliance. Forms will be mailed to all incoming students and are available to be downloaded from the web. They must be returned by mail or in person. They cannot be returned electronically.

After the third Friday of the first quarter of enrollment, student who are not yet compliant will have their subsequent registrations restricted and will not have the restriction lifted until they have become compliant with the immunization requirement. A student who receives this notification is urged to call the Immunization Office at 773-702-9975 to resolve his or her status.

Restricted students will lose online access to grades as well as access to University libraries, athletic facilities, and health services, among other privileges. Restricted students will be required to leave the University if the restriction is not cleared by the fifth week of the subsequent quarter. Student required to leave will not receive credit for work done through the end of the fifth week of the quarter. Students living in undergraduate dormitories will be required to leave the University housing system.

*Students who are enrolled less than half time and non-degree international visiting scholars are exempt from this requirement.

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.

Advocates' Forum

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

Please go to the SSA's web site (www.ssa.uchicago.edu) for a description of each student association.

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.

Board of Directors

Harley Grant, A.M. '96, President
 Molly Baltman, A.M. '99, Vice President
 Wilbur Weder, A.M. '70, Secretary
 Tammy Blackard, A.M. '94
 Richard Calica, A.M. '73
 Eddie Davis, A.M. '71
 Donna De Angelis, A.M. '74
 Yvonne Gillie-Wallace, A.M. '94
 Yolanda Hernandez, A.M. '01
 Timothy Hilton, A.M. '97

Charlotte Mallon-Wenzel, A.M. '80
 Marilyn Omahen, A.M. '78
 Margaret "Peggy" Philip, A.M. '00
 Annie Rosenthal, A.M. '98
 Suzanne Roth, SSA student, Extended
 Evening Program
 Joel Simon, A.M. '97
 Thomas Wedekind, A.M. '73

Faculty Representative

Tom Keller, Ph.D.

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* 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's-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.

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, and handball, and saunas), the newly constructed Gerald Ratner Athletic Center (swimming, fitness facilities, two gymnasiums, dance), and Ida Noyes Hall (swimming, basketball, fencing, folk-dancing).

In the arts there are the David and Alfred Smart Museum of Art, the 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 Associations. 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.

I. W. Johnson, J. Levine, H. Pollack, H. Webber, Staff

II. S. Carr, R. Chaskin, R. Fairbanks, J. Holton, S. Lane, G. Savarese

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.

B. Angell, W. Borden, M. Engstrom, G. Miranda, T. Rzepnicki, K. Teigiser, Staff

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.

Applied Learning Seminar: A required field seminar is conducted concurrent with the course work in 30100. The seminar, conducted by a Master Practitioner Instructor, 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. 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 is limited to SSA students only.

A. Dworsky, S. Gehlert, T. Hilton, M. Sharkey

30400. Social Intervention: Advanced Research and Evaluation

Designed for students who have met the requirements of SSAD 30200, this course introduces students to methods and models of community-based research. Community-based research is a distinctly collaborative undertaking in which university-based scholars and community constituencies share expertise, skills, and resources to conduct research aimed at benefiting or enhancing some aspect of community life. In the first weeks of the course, students will learn about recent historical developments in community-based research, evaluate various models of community-university research partnerships (e.g., PAR, public history, action research), and identify some of the epistemological and practical challenges that often arise in this kind of work. This course also intends to help students develop and practice community-based research skills in conjunction with their field placements. For example, students will not only learn methods of community assessment and evaluation, but also conduct initial assessments and design a research proposal based on their findings.

S. Carr

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 42100, 43600, 44912, 47412. Enrollment is limited to SSA students only.

S. Diwan, S. Hans, D. Norton, V. Secemsky

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 people 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.

M. Anderson, M. Berler, M. Carey, R. Feldman, D. Fireman, M. Gibbs, K. Mann, P. Samplawski, R. Veenstra-VanderWeele

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 (Advanced HBSE)

This course is designed to be a companion course to SSAD 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: SSAD 42600.

Susan McCracken

40400. Fundamentals of Behavioral Therapy

This course surveys the discipline of behavior analysis, including the experimental, applied, and conceptual analysis of behavior. The course covers the basic principles and concepts of operant psychology, including reinforcement, stimulus control, generalization, discrimination, and response class. Students will learn to use the basic behavioral principles to interpret and understand the development of core domains of complex human behavior: thinking, private events, the self, culture, and institutions (e.g., government, psychotherapy, education). The philosophical and empirical underpinnings of behavior analysis will be introduced and compared to other psychological theories. The course provides a theoretical foundation for SSAD 40501.

J. Smagner

40501. Applied Behavior Analysis with Children and Families

This course will emphasize the application of interventions derived from the basic principles of behavior to socially important behavior. Procedures for increasing existing behavior, decreasing 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 examining 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 individuals. Students are strongly encouraged to take the foundation course before taking SSAD 40501.

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. Through the course, students develop a framework from which to critically analyze each conceptual model and address the needs of special populations. 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 (Also 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: (1) assessment of family strengths and vulnerabilities, (2) intervention objectives, and (3) 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 (Also 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 experi-

ences. 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: SSAD 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 selfobject experience and the empathic mode of observation are emphasized, along with a re-examination 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 (Also 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.

SSAD 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 (Also SSAD 51500)

This course builds from the theoretical framework developed in SSAD 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. (Completion of course 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 lawmaking. 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.

Staff

42100. Aging and Mental Health (Advanced HBSE)

This course integrates the theories and practice skills needed for effective clinical work with older adults and their families. Understanding the issues of the developmental process of aging, fostering an alliance, overcoming stigma, 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, background, and culture as well as understanding behavior within the environmental context. Students are helped to develop diagnostic and treatment skills with older adults. Similarities and differences in assessment and practice techniques with other age groups are reviewed and generic principles identified. Concrete service delivery and care management, as well as individual, family, and caregiver interventions are addressed. The class format includes didactic material, case examples, video tapes, and group discussions.

R. Golden

42201. Advanced Seminar on Violence and Trauma

This advanced seminar will offer students 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 within specific settings. Possible topics will include, but are not limited to: youth violence; gang violence; school violence; hate crimes; cultural factors and violence exposure; survivors of war/torture/terrorism; exposure to community violence; survivors of traumatic loss; violence against the clinician;

body-mind integration and trauma; and secondary or vicarious traumatization for clinicians (compassion fatigue). Discussion, experiential activities, case presentations, and program development will be used to enhance the material presented.

J. Levy

42400. Comparative Perspectives in Social Work Practice

Although many social workers endorse eclecticism as their preferred approach to practice, there is surprisingly little consideration of comparative perspectives that help clinicians think critically about differing theoretical systems and integrate elements from a variety of approaches in efforts to facilitate change and improve outcomes. This course introduces critical pluralism as an orienting perspective in an effort to sponsor practice across theoretical traditions, reviews the defining features of the major schools of thought, and presents an integrative approach to psychosocial intervention that draws on psychodynamic, cognitive, behavioral, and humanistic contributions.

The first part examines representative models of psychosocial intervention, as set forth in psychodynamic, cognitive, behavioral, and humanistic traditions, and identifies the defining features of each school of thought as well as common elements, basic principles, and methods of intervention that operate across the systems.

The second part introduces an integrative approach to psychosocial intervention informed by the work of Paul Wachtel, drawing on psychodynamic, cognitive, behavioral, humanistic, and systems perspectives. Limited to clinical concentration students or with consent of instructor.

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

42700. Family Support Principles, Practice, and Program Development

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.

S. Altfield

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 basic knowledge and skills to help design, implement, and assess community-based family support programs and initiatives. The core focus of the course is on the opportunities and challenges of implementing effective initiatives in a community setting. The course will help students consider how to apply family support principles with a strategic focus on the neighborhoods where families live. Topics to be covered include: comprehensive community initiatives, community building, community needs and resource assessment, resident involvement, community organizing, and interagency collaboration.

M. Joseph

43212. Evidence-Based Clinical Practice

This is a clinical practice course in which students will learn how to implement specific evidence-based interventions for individuals, families, and groups. Students taking this course will be taught how to formulate practice questions, how to identify interventions found to be effective, and how to implement and adapt practice guidelines. Interventions for individuals with dual disorders (mental illness and substance abuse problems) will be used as an example of how to implement evidence-based interventions for a particular problem area. SSAD 43212 will meet the requirement for the one-term methods course. There will be one section of SSAD 44500, the advanced clinical research course, which will focus on skills required for the evaluation of a field-based project begun in the Evidence-Based Clinical Practice course. (It is recommended that students unfamiliar with substance abuse and motivational interviewing take SSAD 40000 Clinical Interventions in Substance Abuse.)

Stanley McCracken

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. (Completion of course is required for State School Social Work Certification)

L. Yoder

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 affected 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 (Advanced HBSE)

This advanced HBSE class explores the multidimensional processes of immigrant adaptation, with a focus on the development of immigrant adolescence. A new generation of immigrant families and their children is the fastest growing and the most ethnically diverse population in the U.S. In addition, adolescence can be a difficult developmental period. Thus, the majority of adolescents of immigrants face multifold challenges of being adolescent, immigrant, and an ethnic minority. This class explores a variety of issues related to such challenges. We will study various levels of factors that influence the psychosocial outcomes of immigrant adolescents, including individual, familial, and social factors of adaptation. The role of culture as a context for children's development will be discussed in relation to children's identity development and parent's cultural adaptation. Discussions include the development of bicultural competence among adolescents and the role of parental adaptation in facilitating such bicultural competence. Implications for practice and research will be discussed.

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 communication and outcomes is emphasized, as is the importance of eliciting personal and group health belief models to achieve positive health care outcomes. The complexities inherent in the application and use of clinical interventions in different health care settings and systems of health care delivery are discussed. 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.

T. Arthur

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 individuals 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 developed by Marsha Linehan, Functional Analytic Psychotherapy 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 developmental 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. A 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

44100. Self-Awareness and Multicultural Social Work Practice

This course is designed to provide students with a multicultural social work practice perspective that encompasses a keen awareness of self in the process of client change and the acquisition of a broad range of professional knowledge and skills to address the complex cultures emerging in society. The course examines power and status in society arising from the interplay of gender and sexual orientation, race and ethnicity, religious and spiritual beliefs, social class and status, and developmental and disabling conditions. Value conflicts between clients and workers arising from both similarities and differences are explored to assist workers in developing culture sensitivity to promote interventive approaches that support and enhance cultural identities of clients both individually and collectively. This course is open to second-year students only and limited to 18 students.

D. Voisin

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.

C. Irmiter, T. Rzepnicki, J. Smagner, 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. Brodtkin

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 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

44912. Cross-Cultural Aspects of Distress

This course will examine the premise that notions of personhood, emotion, affect, socialization, and distress are constituted differently across cultures. Using both theory and research produced at the intersection between medical anthropology, psychiatry, psychology, and critical theory, the course will examine how diverse cultures encompass not only different ways of expressing distress, but indeed distinctive embodiments of health, coping, and healing. Evidence from diverse regions of the world will be discussed to examine the cultural codes and modes that guide psychological development, social interaction, behavior and experience, health and illness. Recent advances in the development of culturally sensitive models for intervention, both domestic and international, will be introduced, as well as some of the polemic issues in the area. At the end of the course, students will use the material to critically examine a piece of ethnographic or clinical material illustrating aspects of a particular culture.

I. Cardena

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

45300. Cultural Retention and Social Assimilation: Hispanics in the United States (Also 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.

D. Martinez

45400. Economics for Social Welfare (Also 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 (Also 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 – define problems, 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.

C. Grogan

45600. Policy Analysis: Methods and Applications (Also 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: SSAD 45400.

H. Pollack

45712. Mental Health in Infancy and Early Childhood: Temperament and Emotion Regulation (also SSAD 50700. See SSAD 50700 listing.)

S. Hans and B. Danis

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

46300. Introduction to Health Services Research (Also 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

T. Konezka

46400. Policy Analysis: The Evaluation of Social Welfare Programs and Policies (Also LAWS 72400)

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

46400. Policy Analysis: The Evaluation of Social Welfare Programs and Policies

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 SSAD 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, Programs, and Research (Also 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 (Also 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 85600/PPHA 46100/SSAD 47500.

T. Granatir

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 (Also 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. Permission of instructor required for students from other departments.

E. Brodtkin, C. Grogan, V. Parks

46900. Race and Ethnicity in American Political Life (Also 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 exams 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. Villarreal Sosa

47101. Child Welfare: Practice and Policy

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. Pyrcz

47412. Biomedical Perspectives on Development, Psychopathology, and Social Work

Social work has adopted a biopsychosocial approach to understanding human behavior. This course specifically focuses on understanding the role of the biological contribution and integrating this knowledge into practice with clients. There are two primary components to the course. One, students will be exposed to basic concepts in biology, physiology, and pharmacology. Two, students will examine the interplay between biological and psychosocial factors in development generally and psychopathology specifically. The course will be geared toward integration of this perspective into the basic HBSE framework and application to practice, including developing assessment skills that incorporate biomedical factors. This course does not require a background in biology. Familiarity with psychosocial theories of development would be helpful.

J. Beeler

47500. The Health Services System (Also 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.

C. Grogan

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.

M. Joyce

47912. Non-Traditional Families

Non-Traditional Families will explore the experiences of and issues confronting families in our culture who do not match the traditional image of the American family. That image – two parents (married heterosexuals), a few kids, homogeneous in race and ethnicity, and related by blood or marriage – has been pervasive in popular culture for decades or more. In addition, the institutions that provide guidance, continuity, and a sense of community have often been similarly narrow in their definitions of family. This course will address the experiences of those whose family life does not so neatly match those traditional expectations. Among the family constellations to be studied are adoptive families, families with gay or lesbian parents, interracial families, immigrant families, single parenting, and the role of grandparents in parenting their grandchildren. The common experiences and challenges faced by these families will be explored, and specific applications for social work practice will be addressed as well. Throughout the course, students and instructor will work collaboratively to develop a working model of how best to define "family," as well as to refine our sense of what is now "traditional" in the 21st century.

R. Volden

48112. Community Organizing

Collective action springs from many forms. Organizing, particularly at the local or community level, is one such form. This course aims to build students' organizing skills, ranging from strategic vision formulation to campaign development to one-on-one engagement. The course also considers conceptual issues that undergird different approaches to organizing, such as race- or neighborhood-based organizing. Students will be introduced to the history of collective action in the U.S. and its place in social work. Primarily through in-class exercises, students will have the opportunity to learn, discuss, and employ different organizing skills and techniques. Students in organizing field placements are especially encouraged to enroll.

V. Parks

48200. Seminar: Political Economy of Urban Development (Also 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.
R. Fairbanks, W. Sites

48300. Theories and Strategies of Community Change

This course examines theories and strategies of organizing communities for the purpose of achieving social change. The course considers approaches, concepts, and definitions of community and the roles of community organizations and organizing efforts, especially those in diverse, low-income urban communities. A primary course objective is to explore how social problems and their community solutions are framed, the theoretical bases of these solutions, and the implementation strategies through which they play out in practice. Topics include resident participation, community-based planning and governance, community development, organizing in and among diverse communities, coalition building, and policy implications of different approaches to community action. The course includes both historic and current examples of community action practice in Chicago and nationally. Throughout, the course emphasizes political and economic events that shape, constrain, and enable community action and organization.

R. Chaskin, V. Parks

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 foster care program.

A. Dworsky, S. Lyons, M. Roderick

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 nonprofits, 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

48700. Community, Jobs, and the New Economy: Strategies for Change

Economic restructuring trends, such as globalization and the rise of the service economy (often labeled the “new economy”), have ushered in new forms of labor market inequality that adversely affect disadvantaged workers, especially minori-

ties and women. This course examines the causes and consequences of economic restructuring, but primarily focuses on responses to new labor market inequality by actors at the community level. Students will gain a working knowledge of recent labor market trends, focusing specifically on outcomes by race, ethnicity, and gender, and will learn to use basic labor market data. Through an exploration of strategies for change, students will analyze case studies of workforce development initiatives, living wage campaigns, and unionization efforts. Prerequisites: SSAD 45400 and SSAD 48500.

V. Parks

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

49012. Aging and Public Policy

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.

S. Diwan

49112. Children, Families, and the Law

This course examines the impact of family and juvenile law on parents and children and its interaction with social work. The statutes, regulations, and case law that define the rights, responsibilities, and relationships of parents and children under our legal system will form the framework for the course. The course covers the

public policies that have influenced recent changes in delinquency law; and the law on abuse and neglect that may lead to new legislation regarding custody, visitation, and parentage. In addition, the course considers the role of the social worker with respect to family and juvenile law as the provider of both direct services to children and families and guidance to the courts; and as an advocate for laws to promote the interests of parents and children.

H. Snyder

49200. Demography of Aging and the Life Course (Also 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 (Also 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.

C. Heiser, 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 SSAD 47300 Strategic Management: External Factors, as well as other management-related courses. The course provides students with 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 (Also 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

50300. Social Treatment Doctoral Practicum

This doctoral practicum is available as an elective for any doctoral student through individual arrangements with the Office of Field Education.

Staff

50400. Development through the Life Course

This course explores the biological and social patterning of lives from infancy through old age. Readings will include classic and contemporary theory and research related to varied stages of the life course. Discussion will focus on paradigmatic themes in life course development such as: the social situation of lives in time and place, the interconnectedness of lives and generations, the nature of developmental transitions, the timing of life experiences, and the continuity of lives through time. Emphasis will be placed on understanding the role of supportive others as sources of resilience in human development at different life stages.

S. Hans.

50500. Culture, Convention, and Clinical Practice

In this seminar, doctoral students will explore the relationship between clinical interventions and cultural beliefs—particularly beliefs about selfhood and subjectivity. Although the seminar will address how a variety of cultural groups construct and treat the self, emphasis will be placed on how Euro-American cultural beliefs and political values inform and shape contemporary social work practice in the U.S. For example, in the first part of the course, we will work to decipher some of the notions of personhood upon which contemporary clinical social work relies. We will also think about the cultural and historical contingency of familiar clinical concepts and categories, such as chemical dependency, depression, and PTSD. Finally, we will approach the clinic from a sociological perspective, discussing topics such as order and disorder; health, healing and the voice; and social/clinical control.

S. Carr

50700. Mental Health in Infancy and Early Childhood: Temperament and Emotion Regulation (also SSAD 45712.)

This seminar provides an opportunity to link theory and basic research on early child development to strategies for intervention. Topics to be covered include typologies of temperamental differences, possible biological underpinnings of temperament, patterns of state regulation in the newborn, establishment of sleep cycles, assessment of temperament during infancy, colic and fussy babies, emotion regulation in preterm infants, the emergence of self regulatory capacities, ways in which parents support the development of children's self regulation, understanding the differences between normal assertion and disruptive behavior in toddlers, emotion regulation as a key to early school success, and whether early patterns of emotion regulation difficulties are related to later disruptive behavior and anxiety disorders. This course meets the Advanced HBSE requirement for SSA clinical students and is one of the core courses of the Harris Infant Mental Health Training Program.

S. Hans and B. Danis

51200. Family Systems Approaches to Practice I (Also SSAD 40800. See SSAD 40800 listing.)

G. Miranda, F. Walsh

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

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

51700. Mental Health in Infancy and Early Childhood: Parent-Child Relationships
This seminar provides an opportunity to link theory and basic research on early child development to strategies for intervention. Topics to be covered include how mothers and fathers make the transition to parenthood, the social capacities of the newborn, bonding between parents and their newborns, parent-infant interaction, effect of postpartum depression on parent-infant relationships, fathers' roles in infant development, the development and assessment of infant attachment, attachment disturbances during infancy, role of maternal sensitivity and attunement in infant development, intergenerational transmission of parenting behavior, and associations between problems in parent-infant relationships and later child behavior problems. Clinical and community-based interventions focused on parent-infant relationships will be examined. This course meets the Advanced HBSE requirement for SSA clinical students and is one of the core courses of the Irving Harris Infant Mental Health Training Program.
S. Hans and B. Danis

51800. Psychodynamic Practice Methods I (Also 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.

Because 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 (not offered 2004-2005)

53200. Survey Research Overview (Also SOCI 20118/30118)

This course is focused on finding a good research question and using this question to guide your overall research design. It is a single quarter course offered each Autumn and Winter Quarter. The course will walk students through the steps involved in survey research – finding a funder, writing a grant proposal, sampling, questionnaire design, coding, cleaning, and data analysis. While students cannot learn HOW to do all these things in a single quarter course, the course will focus on what each consists of, why and how it matters, how these different processes fit together, how to evaluate real-world trade-offs that need to be made between cost and quality, and where students can go to take specific courses in each topic alone. This is a good place to start for students interested in survey research because it

gives the big picture of what to consider when designing survey research and how to approach the different tasks involved in a survey project. Students will turn in weekly assignments that provide feedback from the instructor. These pieces are then combined into a final research proposal.

M. VanHaitsma

54000. Statistical Research Methods I (Also 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 (Also 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

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 philosophical/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

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

54500. Applied Longitudinal Data Analysis

This course is intended to provide an introduction to various methods available for the analysis of longitudinal data. It is not intended as an exhaustive treatment of these methods, but instead serves to expose doctoral students to the analytical opportunities and pitfalls that these methods pose as well as to provide students with practical training in their basic application. Topics covered will include the analyses of repeatedly-measured outcomes (e.g. data from panel studies) and event

history analysis, as well as brief synopses of linear and logistic regression. In addition to the conceptual foundations and practical applications of these methods, applications thereof to human service research are considered.

Prerequisites: SSAD 54000, SSAD 54100.

C. Smithgall, A. Zinn

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 undertakes a critical and historical analysis of the institution of social welfare and the profession of social work in the United States. The course will trace the evolution of philosophical, moral, and ideological currents that have shaped the development of the welfare state and, concomitantly, the social work enterprise. This course also provides an interdisciplinary introduction to various perspectives and philosophies that have dominated the discourse on poverty throughout history and into the contemporary present; including analyses of ways in which historical, cultural, psychological, political, racial, social, spatial/geographical, and economic explanations have either shaped or been left out of the tradition of social work. We will also consider questions such as the advent of the term "social" and the development of the social sciences; the implications of "professionalization" in social work and other disciplines; and the consequences of constructing a field of "expert" knowledge in the social work profession. Primacy will be granted to critical analysis of course readings, particularly with regard to the ways in which various knowledge systems have converged to create, sustain, and constrict meaning within the profession of social work.

R. Fairbanks

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

H. Pollack

55800. Perspectives on Social Welfare Politics (Also 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. Brodtkin (not offered 2004-2005)

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

56000. Seminar on Social Policy (Also 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. Brodtkin

56200. Seminar on Urban Politics and Community Action

This seminar examines a range of approaches to urban politics and their implications for the study of community organizing, planning, and development. The course is designed to provide a basic introduction to theories of urban structure, policy, and politics drawn from sociology and political economy. We will also examine how these theories inform a variety of empirical investigations, from historical accounts to contemporary case studies, of the relationship between urban politics and community-level efforts to address such problems as inequality, poverty, disinvestment, and displacement. The emphasis throughout the course will focus on the connections between theory, methodology, and empirical investigation in the field of urban community research.

W. Sites

56300. Applied Qualitative Research Seminar

This qualitative research seminar is designed to support the productivity and promote the development of advanced doctoral students who have chosen a qualitative research design as part of the dissertation. This applied seminar creates a structured and rigorous context for students to learn with instructor guidance and experience all stages of the interpretive research process through designing,

executing, evaluating, and presenting their own interpretive research. It is an expectation of this seminar that all students make substantial and ongoing contributions to the group learning process through providing peer feedback, group coding, constructing/critiquing conceptual models and theoretical frameworks, and learning how to critically evaluate and enhance the methodological rigor in the projects of those involved in the seminar. It is designed to be a dynamic environment for moving forward with one's work at all stages of the dissertation process; group needs and the instructor's assessment of student's individual progress will drive the content of each meeting. Prerequisites: A qualitative research course through SSA or approved equivalent. Students must have passed their qualifying examinations, selected a research topic, and be actively constructing their dissertation proposals. Permission of the instructor is required and enrollment is limited to maximize student learning in the structure of a seminar.

G. Miranda

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, 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 (Also 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 (Also 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 (Also SSAD 49800; See SSAD 49800 listing.)

W. Sites

59900. Individual Readings and Research

Staff (1-99)





FACULTY

The following includes a selection of faculty publications from the past five years. For more information, please contact the School.

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 individuals with serious mental illness; social support and service delivery networks; involuntary treatment; stigma and mental illness. Selected publications:

Angell, B., Cooke, A., & Kovac, K. In press. "First Person Accounts of Stigma." In P. Corrigan (Ed.), *Comprehensive Handbook of Mental Illness Stigma*. Washington, DC: American Psychological Association.

Angell, B. 2003. "Contexts of Social Relationship Development among Clients in Assertive Community Treatment." *Mental Health Services Research*, 5, 13-25.

Angell, B., & Test, M.A. 2002. "Clinical and Environmental Predictors of Social Functioning in Young Adults with Schizophrenia." *Schizophrenia Bulletin*, 28, 259-271.

Sands, R.G., & Angell, B. 2002. "Social Workers as Collaborators on Interagency and Interdisciplinary Teams." In K. Bentley (ed.), *Social Work Practice in Mental Health*. Brooks/Cole.

Angell, B., & Test, M.A. (1998). "Gender, Social Networks, and Quality of Life among Young Adults with Schizophrenia." *Research in Community and Mental Health*, 9, 191-210.

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. Selected publications:

Berlin, S. B. 2002. *Clinical Social Work Practice: A Cognitive-Integrative Perspective*. New York: Oxford University Press.

Berlin, S. B., & Barden, J. E. 2000. "Thinking Differently: the Cognitive-Integrative Approach to Changing a Mind." In P. Allen-Meares & C. Garven (eds.), *The Handbook of Social Work Direct Practice*, pp. 175-196. Thousand Oaks, CA: Sage.

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. Selected publications:

Borden, W. 2002. "Object Relations Psychology and Clinical Social Work." In A. Roberts & G. Greene (eds.), *Social Workers' Desk Reference* (pp. 153-158). New York: Oxford University Press.

Borden, W. 2001. "Donald Woods Winnicott." In L. Balter (ed.), *Parenthood in America* (pp. 850-856). Denver, CO: ABC-CLIO.

Borden, W. 2000. "The Relational Paradigm in Contemporary Psychoanalysis: Toward a Psychodynamically-Informed Social Work Perspective." *Social Service Review*, 74, 352-379.

Borden, W. 2000. "The Life Review in Context: Theory, Research, and Practice." Monograph. *Issues in Aging*. Chicago: Center for Applied Gerontology, Education, and Training, Division of the Council for Jewish Elderly.

Borden, W. 1999. "Pluralism, Pragmatism, and the Therapeutic Endeavor in Brief Dynamic Treatment." *Psychoanalytic Social Work*, 6(3/4), 7-42.

Borden, W. (Ed.). 1999. *Comparative Approaches in Brief Dynamic Psychotherapy*. Binghamton: Haworth.

BRODKIN, EVELYN Z. Associate Professor. M.P.A., Northeastern; Ph.D., Massachusetts Institute of Technology. Fields of Special Interest: public policy; politics of the welfare state; bureaucracy; social politics; policy delivery and implementation. Selected publications:

Brodkin, E.Z. Under review. "Bureaucracy Redux: Management Reformism and the Welfare State." *Journal of Public Administration Research and Theory*.

Brodkin E.Z. Under review. "Accountability in Street-Level Bureaucracies: Issues in the Analysis of Organizational Practice." *International Journal of Public Administration*.

Brodkin, E.Z. 2004. "Welfare Administration." In G. Mink and A. O'Connor, Eds., *Poverty and Social Welfare in America: An Encyclopedia*. (Santa Barbara: ABC-CLIO).

Brodkin, E.Z. 2004. "Toward a Contractual Welfare State? The Case of Work Activation in the U.S." In E. Sol and M. Westerveld, eds., *Contractualism in Employment Services*. Amsterdam: Amsterdam University Press.

Brodkin, E.Z., C. Fuqua, and E. Waxman 2004. "Accessing the Safety Net: Administrative Barriers to Public Benefits in Metropolitan Chicago." A Report of the Public Benefits Hotline Research Project. Chicago, IL: Sargent Shriver National Center on Poverty Law and Legal Assistance Foundation of Metropolitan Chicago.

Brodkin, E.Z. 2003. "Requiem for Welfare." *Dissent*. Reprinted in T. Swartz and F. Bonello, eds. *Taking Sides: Clashing Views on Controversial Economic Issues*, 11th ed. New York: McGraw Hill, 2003; and in *Social Problems*, 32d ed. New York: Dushkin, 2004.

Brodkin, E.Z. 2003. "Street-Level Research: Policy at the Front Lines." In T. Corbett and M.C. Lennon, eds. *Policy into Action: Implementation Research and Welfare Reform*. Washington, DC: Urban Institute Press.

Brodkin E.Z., C. Fuqua and K. Thoren 2002. "Contracting Welfare Reform: Uncertainties of Capacity-Building within Disjointed Federalism." Joint Center for Poverty Research working paper.

Brodkin, E.Z. 2001. "Assessing Welfare Reform at the Street-Level: What Policymakers Need to Know." *Poverty Research News*, v. 5:4.

Brodkin, E.Z. 2001. "Neuorganisation des wohlfahrtsstaats: Neue steuerungsmodelle Alte Bürokratieprobleme (Reorganizing the Welfare State: New Administrative Models, Old Bureaucratic Problems)." In H. Otto & S. Schnurr (eds.), *Privatisierung und Wettbewerb in der Jugendhilfe: Marktorientierte Modernisierungsstrategien in Internationaler Perspektive*. Neuwied: Luchterhand.

Brodkin, E.Z. 2000. "Investigating Policy's 'Practical' Meaning: Street-Level Research on Welfare Policy." Joint Center for Poverty Research working paper.

Brodkin, E.Z., & Kaufman, A. 2000. "Policy Experiments and Poverty Politics." *Social Service Review*, 74, 507-532.

Brodkin, E.Z. 1999. "The Politics of Welfare Reform: Is Relief in Sight?" In L. Joseph (ed.), *Families, Poverty and Welfare Reform*. Urbana, IL: University of Illinois Press. Reprinted in Backhaus-Maul, Holger (ed.), *Von der Sozialhilfe in die Erwerbsarbeit. Die "Welfare Reform" in den USA als Vorbild?* Frankfurt:Deutscher Verein für Öffentliche und Private Fürsorge.

CAFFERTY, PASTORA SAN JUAN. Professor. A.B., St. Bernard College; A.M., Ph.D., George Washington University. Fields of Special Interest: cultural diversity, race and ethnicity; immigration and labor; social institutions, community organization and development, and urban societies. Selected publications:

Cafferty, P. S. J., & Engstrom, D. 1999. *Hispanics in the United States: An Agenda for the 21st Century*. New Brunswick, NJ: Transaction-Rutgers University Press.

CARR, E. SUMMERSON. Assistant Professor. B.S., M.A., M.S.W. and Ph.D., University of Michigan, Ann Arbor. Fields of Special Interest: anthropology of institutions and organizations; community-based research and practice; drug use and treatment; gender and feminist theory; language, narrative, and discourse; qualitative methods; social work practice research; social theory. Selected publications:

Carr, E.S. Under review. "Speaking Substance, Speaking Self in a Drug Treatment Program for Homeless Women." *Social Science and Medicine*.

Carr, E.S. Under review. "Confessing Self: The Terrain of Reference in the Performance of Truth." *Cultural Anthropology*.

Carr, E.S. In press. "Accessing Resources, Transforming Systems: Group Work with Poor and Homeless People." In C. Garvin, L. Gutierrez, & M. Galinsky (eds.) *Handbook for Social Work with Groups*. Guilford Press, pp. 655-687.

Carr, E.S. 2003. "Rethinking Empowerment Theory Using a Feminist Lens: The Importance of Process." *Affilia: Journal of Women and Social Work* 18 (1): 8-20.

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. Selected publications:

Chaskin, R. J., Goerge, R. M., Skyles, A. and Gultinan, S. Under review. "Measuring Social Capital: An Exploration in Researcher-Community Partnership." *American Journal of Community Psychology*.

Chaskin, Robert J. Under review. "Democracy and Bureaucracy in a Community Planning Process." *Journal of Planning Education and Research*.

Chaskin, R. J. 2003. "Fostering Neighborhood Democracy: Legitimacy and Accountability within Loosely Coupled Systems." *Nonprofit and Voluntary Sector Quarterly*.

Chaskin, R. J. 2003. "The Challenge of Two-Tiered Evaluation in the Community Initiatives." *Journal of Community Practice*.

Chaskin, R. J. 2002. "The Evaluation of 'Community Building': Measuring the Social Effects of Community-Based Practice." In Anthony Maluccio, Cinzia Canali, and Tiziano Vechiato, (eds.) *Outcome-Based Evaluation in Child and Family Services: Cross-National Perspectives*. New York: Aldine de Gruyter.

Kubisch, A., Auspos, P., Brown, P., Chaskin, R.J., Fulbright-Anderson, K. & Hamilton, R. 2002. *Voices from the Field, Vol. II: Reflections on Recent Comprehensive Community Building Efforts and Directions for the Future*. Washington, D.C.: The Aspen Institute.

Chaskin, R. J., Brown, P., Venkatesh, S. & Vidal, A. 2001. *Building Community Capacity*. New York: Aldine de Gruyter.

Chaskin, R. J. 2001. "Four Strategies for Building Community Capacity." *Community*. 4(2): 19-25.

Chaskin, R. J. 2001. "Organizational Infrastructure and Community 'Capacity': The Role of Broker Organizations." In Stephanie Hartwell and Russell K. Schutt (eds.) *The Organizational Response to Social Problems*. Oxford: Elsevier Science, Ltd.

Chaskin, R. J. 2001. "Community Capacity: A Definitional Framework and Implications from a Comprehensive Community Initiative." *Urban Affairs Review* 36(3): 292-323.

Chaskin, R. J. & Abunimah, A. 1999. "A View from the City: Local Government Perspectives on Neighborhood-Based Governance in Community Building Initiatives." *Journal of Urban Affairs*. 21(1): 57-78.

CHOI, YOONSUN. Assistant Professor, B.A., Ewha University (Korea); M.S.S.W., Univ. of Texas-Austin; Ph.D., Univ. of Washington. Fields of Special Interest: minority youth development; effects of race, ethnicity, and culture in youth development; children of immigrants; Asian American youth; prevention of youth problem behaviors; and research methods. Selected publications:

Choi, Y., Mericle, A. & Harachi, T.W. Under review. "Using Rasch Model to Test the Cross-Cultural Item Equivalence of the Harvard Trauma Questionnaire and the Hopkins Symptom Checklist across Vietnamese and Cambodian Immigrant Mothers." *Journal of Applied Measurement*.

Choi, Y., Harachi, T.W., Gillmore, M.R., & Catalano, R.F. Under review. "Are Multiracial Adolescents at Greater Risk? Comparisons of Rates, Patterns, and Correlates of Substance Use and Violence to Monoracial Adolescents." *American Journal of Orthopsychiatry*.

Choi, Y., Harachi, T.W., Gillmore, M.R., Catalano, R.F. Revised and resubmitted. "Applicability of the Social Development Model to Urban Minority Youth: Examining the Relationships between External Constraints, Familial Socialization and Problem Behaviors." *Journal of Research on Adolescence*.

Choi, Y., Golder, S., Gillmore, M. R., & Morrison, D. M. In press. "Analysis with Missing Data in Social Work Research." *Journal of Social Service Research*.

Choi, Y., & Harachi, T. W. 2002. "The Cross-Cultural Equivalence of the Suinn-Lew Asian Self-Identity Acculturation Scale among Vietnamese and Cambodian Americans." *Journal of Social Work Research and Evaluation*, 3(1), 5-17.

Harachi, T. W., Catalano, R. F., Kim, S., & Choi, Y. 2001. "Etiology and Prevention of Substance Abuse among Asian-American Youth." *Prevention Science*, 2(1), 57-65.

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. Selected publications:

Courtney, M. E., McMurtry, S., & Zinn, A. In press. "Housing Problems Experienced by Recipients of Child Welfare Services." *Child Welfare*.

Courtney, M. E., Needell, B., & Wulczyn, F. In press. "Unintended Consequences of the Push for Accountability: The Case of National Child Welfare Performance Standards." *Children and Youth Services Review*.

Courtney, M. E. & Hughes, D. Forthcoming. "The Transition to Adulthood for Youth 'Aging Out' of the Foster Care System." In W. Osgood, C. Flanagan, E. M. Foster, & G. Ruth (eds.), *On Your Own Without a Net: The Transition to Adulthood for Vulnerable Populations* (Chicago: University of Chicago Press).

Courtney, M.E. & Blakey, J. 2003. "Examination of the Impact of Increased Court Review on Permanency Outcomes for Abused and Neglected Children." *Family Court Review*, 41(4), 471-479.

Harris, M. & Courtney, M. E. 2003. "The Interaction of Race, Ethnicity, and Family Structure with Respect to the Timing of Family Reunification." *Children and Youth Services Review*, 25(5-6), 409-429.

Courtney, M. E., Piliavin, I., Grogan-Kaylor, A., Nesmith, A. 2001. "Foster Youth Transitions to Adulthood: A Longitudinal View of Youth Leaving Care." *Child Welfare*, 80(6), 685-717.

Courtney, M. E. 2001. "Challenges Posed By the 'Reform' Era." *Journal of Applied Social Science*.

- Courtney, M. E., & Zinn, A. 2001. "Use of the Achenbach Child Behavior Checklist in a Longitudinal Study of Treatment Foster Care Outcomes." In N. S. LeProhn, K. Wetherbee, E. Lamont, T. Achenbach, & P. Pecora (eds.), *Assessing Youth Behavior: Using the Child Behavior Checklist in Family and Children's Research*. Washington, D.C.: Child Welfare League of America.
- Courtney, M. E. 2000. "Managed Care and Child Welfare: What Are the Issues?" *Children and Youth Services Review*, 22(2), 879-1.
- Courtney, M. E. 2000. "Research Needed to Improve the Prospects for Children in Out-of-Home Placement." *Children and Youth Services Review*, 22(910), 743-761.
- Courtney, M. E. 2000. "Welfare Reform and Child Welfare Services: Issues of Concern and Potential Evaluation Strategies." In B. S. Barnow, T. Kaplan, & R. A. Moffitt (eds.), *Evaluating Comprehensive State Welfare Reform: The Wisconsin Works Program* (pp. 317-335). New York: Rockefeller Press.
- Courtney, M. E. 2000. "What Outcomes Are Relevant for Intervention?" In H. Dubowitz & D. DePanfilis (eds.), *Handbook for Child Protection Practice* (pp. 373-378). New York: Sage.

ENGSTROM, MALITTA. Assistant Professor. A.B., Brown University; M.S., M.Phil., Ph.D., Columbia University. Fields of Special Interest: relationships between and interventions to address co-occurring mental health issues, substance use, trauma and/or HIV; linking research and practice; and advanced quantitative methods. Selected publications:

- Engstrom, M. Under review. "Physical and Mental Health: Interactions, Assessment, and Intervention." In S. Gehlert and T. Arthur (eds.), *Handbook of Health Social Work*.
- Engstrom, M., Lee, R., Ross, R., Harrison, M., McVeigh, K., Josephson, L., Plapinger, J., Herman, D., King, C., & Sederer, L. 2003. *Children's Mental Health Needs Assessment in the Bronx*. New York: New York City Department of Health and Mental Hygiene, Division of Mental Hygiene, Bureau of Planning Evaluation and Quality Improvement.
- Schiff, M., El-Bassel, N., Engstrom, M., & Gilbert, L. 2002. "Psychological Distress and Intimate Physical and Sexual Abuse among Women in Methadone Treatment Programs." *Social Service Review*, 76(2), 302-320.

FAIRBANKS, ROBERT P., II. Assistant Professor. B.A. Boston College; M.S.W. University of Vermont; Ph.D. University of Pennsylvania. Fields of Special Interest: ethnographic study of urban poverty and substance abuse; critical social welfare policy analysis; chemical dependency; addiction/recovery issues; anthropology of social policy. Selected publications:

- Fairbanks, R.P., II. Under review. "Transitory Vehemence in the Wish Image: An Exploration of Walter Benjamin's Dream Spheres." *New Left Review*.
- Fairbanks, R.P., II. 2003. "A Theoretical Primer on Space." *Critical Social Work*, 3, 131-154.
- Fairbanks, R.P., II. 2003. "Research Note: Blighted Spaces and the Politics of Everyday Life." *Social Work & Society*, 1, (1), 123-128.
- Iversen, R.R., Saltzman, S., & Fairbanks, R.P., II 2002. "The 'Sam Gates' Family Story." In R.R. Iversen, *Parent's Work and Children's Welfare in the Annie E. Casey Foundation's Jobs Initiative*. Baltimore, MD: The Annie E. Casey Foundation.
- Iversen, R.R., Beliveau, M., & Fairbanks, R.P., II 2002. "The 'Wendy Delvalle' Family Story." In R.R. Iversen, *Parent's Work and Children's Welfare in the Annie E. Casey Foundation's Jobs Initiative*. Baltimore, MD: The Annie E. Casey Foundation.
- Iversen, R.R., Morton, L., & Fairbanks, R.P., II 2002. "The 'Ahree Raca' Family Story." In R.R. Iversen, *Parent's Work and Children's Welfare in the Annie E. Casey Foundation's Jobs Initiative*. Baltimore, MD: The Annie E. Casey Foundation.

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. Selected publications:

- Spencer, N., Gehlert, S., & McClintock, M. In press. Race, Socioeconomic Status, and Diversity of the Human Menstrual Cycle throughout the Life Span.
- Chang, C.-H., & Gehlert, S. In press. "Psychometric Evaluation of The Washington Psychosocial 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 Psychology: Science and Practice*, 8, 242-253.
- Hartlage, S.A., & Gehlert, S. 2001. "Rural and Urban Midwestern United States Contraception Practices." *Contraception*, 63, 319-323.
- Gehlert, S., DiFrancesco, A., & Chang, C.-H. 2000. "Black-White Differences in the Psychosocial Outcomes of Epilepsy." *Epilepsy Research* 42, 63-73.
- Hartlage, S., Arduino, K., & Gehlert, S. 2001. "Premenstrual Dysphoric Disorder (PMDD) and Risk for Major Depressive Disorder: A Preliminary Study." *Journal of Clinical Psychology*. 57, 1571-1578.
- Breaux, C., Hartlage, S., & Gehlert, S. 2000. "Relationships of Premenstrual Dysphoric Disorder to Major Depression and Anxiety Disorders: A Re-Examination." *Journal of Psychosomatic Obstetrics and Gynecology*, 21, 17-24.
- Gehlert, S., Chang, C.-H., & Hartlage, S. 1999. "Symptom Patterns of Premenstrual Dysphoric Disorder as Defined in the Diagnostic and Statistical Manual of Mental Disorders-IV." *Journal of Women's Health*, 8, 75-85.

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. Selected publications:

- Grogan, C.M. and M.K. Gusmano. Under review. "State-Level Deliberative Democracy: A Case Study of Deliberation in Practice." *State Politics & Policy Quarterly*.
- Grogan, C.M. In press. "The Politics of Aging within Medicaid." In: Hudson, Robert B., ed., *Age-Based Politics in the 21st Century*. Baltimore: Johns Hopkins University Press.
- Kandula, N.R., C.M. Grogan, P.J. Rathouz, D.S. Lauderdale. Under review. "The Impact of Welfare Reform on the Medicaid Enrollment of Eligible Immigrants." *Journal of Health Services Research*.
- Grogan, C.M. and E. Patashnik. 2003. "Between Welfare Medicine and Mainstream Program: Medicaid at the Political Crossroads." *Journal of Health Politics, Policy, and Law*, 28(5):821-858.
- Grogan, C. M., & Patashnik, E.M. 2003. "Universalism with Targeting: Nursing Home Care, the Middle Class, and the Politics of the Medicaid Program." *Social Service Review*. 77, 1, 51-71.

HANS, SYDNEY L. Associate Professor. B.S. Cornell University; Ph.D. Harvard University. Fields of Special Interest: developmental psychopathology; parent-child relationships throughout the life course; impact of parental psychopathology and substance abuse on children; women and violence; adolescent parenting; roles of fathers in families; supportive interventions for families with infants and young children. Selected publications:

- Wakschlag, L.S., & Hans, S.L. 2002. "Maternal Smoking during Pregnancy and Conduct Problems in High-Risk Youth: A Developmental Framework." *Development and Psychopathology*, 14, 351-369.

- Hans, S.L. 2002. "Studies of Prenatal Exposure to Drugs: Focusing on Parental Care of Children." *Neurotoxicology and Teratology*, 24, 329-337.
- Behnke, E.F., & Hans, S.L. 2002. "Becoming a Doula." *Zero to Three*, 23, 9-13.
- Hans, S.L., & Korfmacher, J. 2002. "The Professional Development of Paraprofessionals." *Zero to Three*, 23, 4-8.
- Hans, S.L., & Jeremy, R.J. 2001. "Post-Neonatal Mental and Motor Development of Infants Exposed in Utero to Opioid Drugs." *Infant Mental Health Journal*, 22, 300-315.
- Hans, S.L., Auerbach, J.G., Asarnow, J.R., Styr, B., & Marcus, J. 2000. "Social Adjustment of Adolescents at Risk for Schizophrenia: The Jerusalem Infant Development Study." *Journal of the American Academy of Child and Adolescent Psychiatry*, 39, 1406-1414.
- Cox, S.M., Hopkins, J., & Hans, S.L. 2000. "Attachment in Preterm Infants and Their Mothers: Neonatal Risk Status and Maternal Representations." *Infant Mental Health Journal*, 21, 464-480.
- Wakschlag, L.S., & Hans, S.L. 1999. "Relation of Maternal Responsiveness during Infancy to the Development of Behavior Problems in High-Risk Youths." *Developmental Psychology*, 35, 569-579.
- Goodman, G., Hans, S.L., & Cox, S.M. 1999. "Attachment Behavior and Its Antecedents in Offspring Born to Methadone-Maintained Women." *Journal of Clinical Child Psychology*, 28, 58-69.
- Hans, S.L. 1999. "Demographic and Psychosocial Characteristics of Substance Abusing Pregnant Women." *Clinics in Perinatology*, 26, 55-74.
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- Hans, S.L., Marcus, J., Nuechterlein, K.H., Asarnow, R.F., Styr, B., & Auerbach, J.G. 1999. "Neurobehavioral Deficits at Adolescence in Children at Risk for Schizophrenia: The Jerusalem Infant Development Study." *Archives of General Psychiatry*, 56, 741-748.
- HENLY, JULIA R. Associate 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. Selected publications:
- Henly, J.R. & Lambert, S. In press. "Linking Workplace Practices to Child Care Requirements: Lower-Level Workers in Lower-Skilled Jobs." To appear in Bianchi, S.M.; Casper, L.M.; Christensen, K.E.; & King, R.B. (eds.) *Workforce/Workplace Mismatch? Work, Family, Health, & Well-Being*.
- Henly, J.R., Danziger, S.K., & Offer, S. 2003. "The Contribution of Social Support to the Economic Status and Daily Coping of Former and Current Welfare Recipients." <http://www.fordschool.umich.edu/research/poverty/publications.htm>.
- Bromer, J. & Henly, J.R. In press. "Child Care as Family Support? Caregiving Practices across Child Care Provider Types." *Children and Youth Services Review*.
- Henly, J.R. 2002. "Informal Support Networks and the Maintenance of Low-Wage Jobs." In F. Munger (ed.) *Laboring below the Line: The New Ethnography of Poverty, Low-Wage Work, and Survival in the Global Economy*. Pp. 179-203. New York: Russell Sage Foundation.
- Danziger, S.K., Carlson, M., Henly, J. 2001. "Post-Welfare Employment and Psychological Well-Being." *Women and Health*, 32(1/2), 47-78.
- Henly, J.R. & Lyons, S. 2000. "The Negotiation of Child Care and Employment Demands among Low-Income Parents." *Journal of Social Issues*, 56(4), 683-706.
- Henly, J.R. 2000. "Mismatch in the Low-Wage Labor Market: Job Search Perspective." In K. Kaye and D.S. Nightingale, (eds.) *The Low-Wage Labor Market: Challenges and Opportunities for Self-Sufficiency*. Pp. 145-167. Washington: Urban Institute Press.
- Henly, J.R. 1999. "Barriers to Finding and Maintaining Jobs: The Perspectives of Workers and Employers in the Low-Wage Labor Market." In J.F. Handler and L.W. (eds.) *Hard Labor: Women and Work in the Post-Welfare Era*. Pp. 48-75. New York: ME Sharpe, Inc.

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. Selected publications:

Rzepnicki, T.L., Schuerman, J.R., & Johnson, P.R. 1997. "Facing Uncertainty: Reuniting High Risk Families." In R.P. Barth, J.D. Berrick, & N. Gilbert (eds.), *Child Welfare Research Review* (Vol. 2). New York: Columbia University Press.

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. Selected publications:

Johnson, W. & Bryant, V. In press. "Unwed African American Fathers' Participation in Child Welfare Permanency Planning: Caseworkers' Perspectives." In J. Everett, S. Chipungu & B. Leashore (eds.) *Child Welfare Revisited: An Africentric Perspective*. Piscataway, NJ: Rutgers University Press.

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Johnson, W. 2001. "Paternal Involvement among Unwed Fathers." *Children and Youth Services Review*, 23, 513-536.

Johnson, W. 2001. "Young Unwed African American Fathers: Indicators of Their Paternal Involvement." In A. Neal-Barnett, J. Contreras, & K. Kerns (eds.), *Forging Links: African American Children Clinical Developmental Perspectives*. Westport, CT: Praeger. Pp. 147-174.

Johnson, W. 2000. "Work Preparation and Labor Market Experiences among Urban, Poor Nonresident Fathers." In S. Danziger and A. Lin (eds.), *Coping With Poverty: The Social Contexts of Neighborhood, Work, and Family in the African-American Community*. Ann Arbor: University of Michigan Press. Pp. 224-261.

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; youth mentoring; community-based programs for positive youth development; child welfare and child mental health services. Selected publications:

Keller, T.E. In press. "A Systemic Model of the Youth Mentoring Intervention." *Journal of Primary Prevention*.

Keller, T.E. Forthcoming. "The Stages and Development of Mentoring Relationships." In DuBois, D.L. & Karcher, M. (eds.) *The Handbook of Youth Mentoring*. Sage Publications.

Keller, T.E., Spieker, S.J. & Gilchrist, L. In press. "Patterns of Risk and Trajectories of Preschool Problem Behaviors: A Person-Oriented Analysis of Attachment in Context." *Development and Psychopathology*.

- Keller, T.E., Catalano, R.F., Haggerty, K.P., & Fleming, C.B. 2002. "Parent Figure Transitions and Delinquency and Drug Use among Early Adolescent Children of Substance Abusers." *American Journal of Drug and Alcohol Abuse*, 28, 3, 399-427.
- Morrison, D., Golder, S., Keller, T.E., Gillmore, M.R. 2002. "The Theory of Reasoned Action as a Model of Marijuana Use: Tests of Implicit Assumptions and Applicability to High Risk Young Women." *Psychology of Addictive Behaviors*, 16, 3, 212-224.
- Shore, N., Sim, K., LeProhn, N. S., & Keller, T. E. 2002. "Foster Parent and Teacher Assessments of Youth in Kinship and Non-Kinship Foster Care Placements: Are Behaviors Perceived Differently across Settings?" *Children and Youth Services Review*, 24, 1/2, 109-134.
- Keller, T.E., Wetherbee, K., LeProhn, N.S., Payne, V., Sim, K., & Lamont, E.R. 2001. "Competencies and Problem Behaviors of Children in Family Foster Care: Variations by Kinship Placement Status and Race." *Children and Youth Services Review*, 23, 12, 915-940.
- Marcenko, M.O., Keller, T.E., & Delaney, M.A. 2001. "Families and Children with SED in an Urban Public Mental Health System: Characteristics, Needs, and Expectations." *Journal of Child and Family Studies*, 10, 2, 213-226.
- Keller, T.E., Whittaker, J.K., & Burke, T.K. 2001. "Student Debates in Policy Courses: Promoting Policy-Practice Skills and Knowledge through Active Learning." *Journal of Social Work Education*, 37, 2, 343-355.
- Spieker, S.J., Larson, N.C., Lewis, S.M., Keller, T.E., & Gilchrist, L. 1999. "Developmental Trajectories of Disruptive Behavior Problems in Preschool Children of Adolescent Mothers." *Child Development*, 70, 2, 443-458.
- LAMBERT, SUSAN J. Associate Professor and Chair, Doctoral Program. 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. Selected publications:
- Kossek, E. and Lambert, S. (eds.) Forthcoming. *Managing Work-Life Integration in Organizations: Future Directions for Research and Practice*. Lawrence Erlbaum Associates.
- Lambert, S. and Waxman, E. Forthcoming. "Organizational Stratification: Distributing Opportunities for Work-Life Balance." In Kossek, E. and Lambert, S. (eds.) Forthcoming. *Managing Work-Life Integration in Organizations: Future Directions for Research and Practice*. Lawrence Erlbaum Associates.
- Lambert, S. 2003. "The Work Side of Welfare-to-Work: Lessons from Recent Policy Research (An Essay Review)." *Work and Occupations*.
- Lambert, S., Waxman, E., and Haley-Lock, A. 2002. "Against the Odds: A Study of Sources of Instability in Lower-Skilled Jobs." Working Paper of the Project on the Public Economy of Work, School of Social Service Administration, The University of Chicago.
- Lambert, S. and Haley-Lock, A. 2001. "Opening the Door to Opportunity: Investigating Lower-Skilled Jobs from an Organizational Perspective." Working Paper of the Project on the Public Economy of Work, School of Social Service Administration, The University of Chicago.
- Lambert, S. 2000. "Added Benefits: The Link between Work-Life Benefits and Organizational Citizenship Behavior." *Academy of Management Journal*. (5): 801-815.
- Lambert, S. 1999. "Lower-Wage Workers and the New Realities of Work and Family." *Annals of the American Academy of Political and Social Sciences*.
- Lambert, S. 1999. "The Link With Business Strategies: Measuring the Value-Added of Work/Life Initiatives." In B. Googins & M. Pitt-Catsouphes (eds.), *The Metric Manual*. Boston, MA: Center for Work and Family, Boston College.

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. Selected publications:

Levine, J.A. Under review. "Does Welfare Reform Reflect the Social Context of Poor Women's Welfare and Work Choices?" *Social Problems*.

Levine, J.A., Emery, C.R. & Pollack, H. Under review. "The Well-Being of Children Born to Teen Mothers."

Kalil, A., Levine, J.A. & Ziolo-Guest, K. Forthcoming. "Following in Their Parents' Footsteps: How Characteristics of Parental Work Predict Adolescents." *Interest in Parents' Jobs.* In *Families Working: Time Apart, Time Together*, edited by Barbara Schneider and Linda Waite. Cambridge: Cambridge University Press.

Levine, J.A., Pollack, H., & Comfort, M. E. 2001. "Academic and Behavioral Outcomes among the Children of Adolescent Mothers." *Journal of Marriage and Family*, 63 (2), 355-369.

Danziger, S., Danziger, S., Corcoran, M., Heflin, C., Kalil, A., Levine, J., Rosen, D., Seefeldt, K., Siefert K., & Tolman, R. 2000. "Barriers to the Employment of Welfare Recipients." In R. Cherry & W. M. Rodgers (eds.), *Prosperity for All? Tight Labor Markets and African-American Employment*. New York: Russell Sage.

MARSH, JEANNE C. George Herbert Jones Professor, and Acting Dean. 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. Selected publications:

Marsh, J.C. In press. "Organizational and Institutional Issues in the Development of Practice Knowledge and Practice Guidelines in Social Work." In E. Proctor & A. Rosen (eds.) *Toward the Development of Practice Guidelines for Social Workers*. New York: Columbia University Press.

Marsh, J.C. In press. "Social Service Education." In J. Grossman, A. Keating & J. Reiff (eds.), *The Encyclopedia of Chicago History*. Chicago: The University of Chicago Press

Marsh, J.C. 2004. "Use of Theory in Empirical Social Work Practice: Theory-Driven and Theory Free Approaches." In H.E. Briggs and T.L. Rzepnicki (eds.), *Using Evidence in Social Work Practice: Behavioral Perspectives*. Chicago: Lyceum Books, Inc.

Marsh, J.C. 2003. "Arguments for Family Strengths Research." *Social Work*, 48(2), 147-149.

Marsh, J.C. 2003. "To Thine Own Ethics Code Be True." *Social Work*, 48(1), 5-7.

Marsh, J.C. 2002. "Learning from Clients." *Social Work*, 47(4), 341-343.

Marsh, J.C. 2002. "What Knowledge Is Relevant to Social Work Practice? The Case of the TANF Reauthorization." *Social Work*, 47(3), 197-200.

Marsh, J.C. 2002. "Using Knowledge about Knowledge Utilization." *Social Work*, 47(2), 101-104.

Smith, B.D & Marsh, J.C. 2002. "Client-Service Matching in Substance Abuse Treatment for Women with Children." *Journal of Substance Abuse Treatment*, 22 (3), 161-168.

Marsh, J.C. 2000. "Theories of Professions: Implications for Social Work." In S. Muller, H. Suenker, T. Olk, K. Bollert (eds.), *Soziale arbeit: Gesellschaftliche bedingungen und professionelle perspektiven*. Luchterhand: Neuwied-Kriftel.

Marsh, J.C., D'Aunno, T.A., and Smith, B.D. 2000. "Increasing Access and Providing Social Services in Drug Abuse Treatment for Women with Children." *Addictions*, 95(8), 1237-47.

MCCRACKEN, STANLEY G. Senior Lecturer. 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. Selected publications:

- Corrigan, P.W., McCracken, S.G., & McNeilly, C. In press. "Evidence-Based Practices for People With Serious Mental Illnesses and Substance Abuse Disorders." In C. Stout & R. Hayes (eds.), *The Handbook of Evidence-Based Practices in Behavioral Healthcare: Applications and New Directions*. New York: John Wiley & Sons.
- Corrigan, P.W. & McCracken, S.G. In press. "Interviewing People With Serious Mental Illness." In R.J. Craig (ed.), *Clinical and Diagnostic Interviewing*, 2nd Ed., Northvale, NJ: Jason Aronson.
- Corrigan, P., McCracken, S., & Blaser, B. In press. "Dissemination of Evidence-Based Mental Health Practice." *Evidence-Based Mental Health*.
- Corrigan, P.W. & McCracken, S.G. In press. "Place First, Then Train: A Substitute for a Medical Model of Psychiatric Rehabilitation." *Social Work*.
- McCracken, S.G. & Corrigan, P.W. 2004. "Staff Development in Mental Health." In H.E. Briggs & T.L. Rzepnicki, (eds.), *Using Evidence in Social Work Practice: Behavioral Perspectives*. 232-256. Chicago: Lyceum.
- Backs E.A., Giffort, D.W., McCracken, S.G., & Corrigan, P.W. 2002. "Public Academic Training Partnerships for Paraprofessionals Who Provide Psychiatric Rehabilitation." *Psychiatric Rehabilitation Skills*, 5, 437-454.
- Corrigan, P.W., McCracken, S.G., & Holmes, E.P. 2001. "Motivational Interviews as Goal Assessment for Persons With Psychiatric Disability." *Community Mental Health Journal*, 37, 113-122.
- Corrigan, P., Steiner, L., McCracken, S.G., Blaser, B., & Barr, M. 2001. "Strategies for Disseminating Evidence-Based Practices to Staff Who Treat People with Serious Mental Illness." *Psychiatric Services*, 52, 1598-1606.
- McCracken, S.G. & Holmes, E.P. 2001. "The Individual and the Community: Engagement." *Psychiatric Services*, 52, 1321-1322.
- Corrigan, P.W., Lickey Diwan, S.E., McCracken, S.G., Oliver, K., Backs, A., Rashid, F., Campion, J., & Davies Farmer, R. 2001. "Organisational Correlates to Staff Attitudes About Behavioural Programs." *Behaviour Change*, 18, 114-123.
- 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. Selected publications:
- Miranda, G. E. Under review. "Extending the Extended Case Method to Multiracial Identity Research." *The Counseling Psychologist*.
- Miranda, G. E. In press. "Reading between the Lines: Black-White Heritage and Transracial Adoption." *African American Research Perspectives*.
- Miranda, G. E. 2003. "Domestic Transracial Adoption and Multiraciality." In Root, M. P. P., & Kelley, M. (eds.) *Multiracial Child Resource Book: Living Complex Identities*. Seattle, WA: MAVIN foundation.
- Coleman, H.L.K., Norton, R., Miranda, G., & McCubbin, L. 2003. "An Ecological Perspective on Cultural Identity Development." In D. Pope-Davis, H.L.K. Coleman, W. M. Liu, & R. L. Toporek. (eds.) *Handbook of Multicultural Competencies in Counseling and Psychology*. Thousand Oaks, CA: Sage.
- 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. Selected publications:
- Norton, D.G., Vincson, J., & Wilhelm, M.J. In press. "Research with High Risk African American Infants and Children: Insights from a Longitudinal Study." In J. S. Jackson, C. H. Caldwell and S. Sellers (eds.), *Research Methodology in African American Communities*. New York: Russell Sage Publications.

Norton, D.G. In press. "Beyond Baby Talk: Speaking with Babies." In California Department of Education's Infant/Toddler Development and Learning Guidelines. Sacramento CA: California Department of Education.

PARKS, VIRGINIA. Assistant Professor. B.A., Colorado; M.A., Ph.D. California-Los Angeles. Fields of Special Interest: Urban labor markets; immigration; immigration and the welfare state; gender inequality; community organizing and development. Selected publications:

Parks, V. Under review. "Immigrant Enclaves and Ethnic Niches: The Gendered Connection between Residential and Labor Market Segregation in Los Angeles." *Urban Geography*.

Ellis, M., Wright, R., Parks, V. Forthcoming. "Work Together, Live Apart? Geographies of Racial and Ethnic Segregation at Home and at Work." *Annals of the Association of American Geographers*.

Ellis, M., Wright, R., Parks, V. Under review. "The Household and Spatial Assimilation: Partnership, Nativity, and Neighborhood Location." *International Migration Review*.

Wright, R., Ellis, M., Parks, V. Under review. "Re-Placing Whiteness in Spatial Assimilation Research." *City and Community*.

Parks, V. 2004. "Accessing Work: the Effects of Spatial and Social Accessibility on Unemployment for Native-Born Black and Immigrant Women in Los Angeles." *Economic Geography* 80(2): 141-172.

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. Selected publications:

Pollack, H.A., Dombkowski, K.J., Zimmerman, J.B., Davis, M.M., Cowan, A.E., Wheeler, J.R., Hillemeier, A.C., Freed, G.L. 2004. "Emergency Department Use among Michigan Children with Special Health Care Needs: An Introductory Study." *Health Services Research*. 39(3): 665-692.

Soliman, S., Pollack, H.A., Warner, K.E. 2004. "Decrease in the Prevalence of Environmental Tobacco Smoke Exposure in the Home During the 1990s in Families with Children." *American Journal of Public Health*. 94(2):314-20.

Strauss, R.S. & Pollack, H.A. 2003. "Social Marginalization of Overweight Adolescents." *Archives of Pediatric and Adolescent Medicine*. 157(8):746-52.

D'Annunzio, T. & Pollack, H.A. 2002. "Changes in Methadone Treatment Practices: Results from a National Panel Study, 1988-2000." *Journal of American Medical Association*. 288 (7): 850-856.

Pollack, H.A., Jacobson, P.D. 2003. "Political Economy of Youth Smoking Regulation." 98 *Suppl 1*:123-38.

Pollack, H.A., Danziger, S., Jayakody, R., & Seefeldt, K. 2002. "Substance Use among Welfare Recipients: Trends and Policy Responses." *Social Service Review*. 76 (2): 256-274.

Pollack, H.A. & Frohna, J.G. 2002. "Infant Sleep Placement following the 'Back to Sleep' Campaign." *Pediatrics*, 109(4):608-14.

Pollack, H.A. 2002. "The Challenge and Future of HIV Prevention." *Journal of Health Policy, Politics, and Law*. 27 (1), 111-121.

Pollack, H.A. & Reuter, P. "Taking Exception: Myths about Drugs and Welfare." *Washington Post*, October 1, 2002.

Strauss, R.S. & Pollack, H.A. 2001. "Epidemic Increase in Childhood Overweight, 1986-1998." *Journal of American Medical Association*, 286(22), 2845-2848.

Pollack, H.A. 2001. "Ignoring 'Downstream Infection' in the Evaluation of Harm Reduction Interventions for Injection Drug Users." *European Journal of Epidemiology*, 17(4): 391-395.

Pollack, H.A. 2001. "The Cost-Effectiveness of Harm Reduction in Preventing Hepatitis C." *Medical Decision Making*, 21(5): 357-367.

- C.R. Schuster, et al. 2001. Statement of the Drug Policy Project of the Federation of American Scientists to the U.S. Sentencing Commission.
- Pollack, H.A. & Frohna, J. 2001. "A Competing Risk Model of SIDS Incidence in Two Birth Cohorts." *Journal of Pediatrics*, 138(5), 661-667.
- Levine J., Pollack, H.A., & Comfort, M. 2001. "Academic and Behavioral Outcomes among the Children of Young Mothers." *Journal of Marriage and the Family*, 63(2), 355-369.
- Pollack H.A. 2001. "Sudden Infant Death Syndrome, Maternal Smoking During Pregnancy, and the Associated Cost-Effectiveness of Smoking Cessation Interventions." *American Journal of Public Health*, 91(3), 432-436.
- Pollack, H.A. 2001. "HIV and the Blood Supply." *Journal of Policy Analysis and Management*, 20(3), 570-574.
- Jayakody R., Danziger S. & Pollack H.A. 2000. "Substance Abuse, Mental Health, and Welfare Reform." *Journal of Health Politics, Policy, and Law*, 25(4), 623-651.
- Frohna J., Lantz P., & Pollack, H.A. 1999. "Maternal Substance Abuse and Infant Health: Policy Options across the Lifecourse." *Milbank Quarterly*, 77(4), 531-70.
- 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. Selected publications:
- Tepper Jacob, R., Stone, S. & Roderick, M. 2004. *Ending Social Promotion in Chicago: The Response of Teachers, Students, and Parents*. Chicago, IL: Consortium on Chicago School Research.
- Roderick, M., Engel, M., Nagaoka, J. & Jacob, B. 2003. *Ending Social Promotion in Chicago: Results from Summer Bridge*. Chicago, IL: Consortium on Chicago School Research.
- Roderick, M., Jacob, B., & Bryk, A.S. 2002. "High Stakes Testing in Chicago: Effects on Achievement in Promotional Gate Grades." *Educational Evaluation and Policy Analysis*. 24: 333-358.
- Roderick, M. & Engel, M. 2001. "The Grasshopper and the Ant: Motivational Responses of Low Achieving Students to High Stakes Testing." *Educational Evaluation and Policy Analysis*.
- Roderick, M., Bryk, A. S., Jacob, B., Easton, J. Q. & Allensworth, E. 1999. "Ending Social Promotion in Chicago: Results from the First Two Years." Chicago, IL: Consortium on Chicago School Research.
- RZEPNICKI, 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. Selected publications:
- Rzepnicki, T.L. In press. "Social Work Education in the U.S.: The Challenges Ahead." In S. Bogdanou Kokonakis (ed.). *Social Work Education in Greece in the 21st Century*. Athens, Greece: Hellenic Association of Social Work.
- Briggs, H. and Rzepnicki, T.L. (eds.) 2004. *Using Evidence for Social Work Practice: Behavioral Perspectives*. Chicago: Lyceum Books, Inc.
- Rzepnicki, T.L. 2004. "Informed Consent and Practice Evaluation: Making the Decision to Participate Meaningful." In H. Briggs and T.L. Rzepnicki (eds.) *Using Evidence for Social Work Practice: Behavioral Perspectives*. Chicago: Lyceum Books, Inc.
- Rzepnicki, T.L. and Briggs, H. 2004. "Panning for Gold: Using Evidence in Your Practice." In H. Briggs and T. Rzepnicki (eds.) *Using Evidence for Social Work Practice: Behavioral Perspectives*. Chicago: Lyceum Books, Inc.
- Rzepnicki, T.L. 2003. "Informed Consent and Practice Evaluation: Making the Decision to Participate Meaningful." In *Bridging the Gap Between Research and Practice: A Festschrift Honoring Elsie M. Pinkston*, Vol. 1, pp. 169-197. Chicago: The School of Social Service Administration, The University of Chicago.
- Rzepnicki, T.L. & Budde, S. 1999. "Family Maintenance." In M. Testa, M.A. Johnson, and S.J. Wells (eds.). *A Child Welfare Research Agenda for the State of Illinois*. Urbana, IL: The Children and Family Research Center, School of Social Work, University of Illinois at Urbana-Champaign.

SITES, WILLIAM. Associate Professor. B.A., Oberlin; Ph.D., CUNY. Fields of Special Interest: urban policy and politics; community organization; political processes; housing. Selected publications:

Sites, W. Under review. "Progressive Regionalism: A 'Deliberative' Movement?" *Antipode*.

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Sites, W. 2000. "Primitive Globalization? State and Locale in Neoliberal Global Engagement." *Sociological Theory*, 18, 1: 121-144.

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Sosin, M.R. In press. "The Administrative Control System of Substance Abuse Managed Care." *Health Services Research*.

Sosin, M.R. 2003. "Explaining Homelessness in the U.S. by Stratification or Situation." *Journal of Community and Applied Social Psychology*, 13:2.

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Sosin, M.R., & D'Aunno, T. 2001. "The Organization of Managed Care." *Recent Developments in Alcoholism*.

Sosin, M.R., & Bruni, M.G. 2000. "Personal and Situational Perspectives on a Rejection of a Homelessness and Substance Abuse Program: An Exploratory Study." *Social Work Research*, 24(1).

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- Voisin, D. Under review. "The Effects of Family and Community Violence Exposure among African American Youth: Recommendations for Policy, Treatment, and Education." *Journal of Social Work Education*.
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- Walsh, F. 2004. "Spirituality, Death, and Loss." In F. Walsh & M. McGoldrick (eds.), *Living Beyond Loss: Death in the Family*. (2nd. ed.) New York: W.W. Norton.

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- Walsh, F. 1999. "Opening Therapy to Spirituality." In F. Walsh (ed.), *Spiritual Resources in Family Therapy*. New York: Guilford.
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Woodlawn Preservation and Investment Corporation, *Karen King*
Work, Welfare & Families, *Phyllis Russell*
Youth Guidance, *Theresa Castellanos, Tuwana Wingfield, Victoria Woodley*
Youth Guidance, *Wendy Fine, Christopher Griffin, David Hartman, David Simpson*
Youth Guidance, *Jose Zayas*
Youth Organizations Umbrella, *Don Baker, Alison Kramme*
Youth Outreach Services, *Phil Licata, Jamie Noto, Charly Smith, Candace Their*
Youth Outreach Services, *Adrien Turrell, Rick Velasquez*
YWCA Women's Services, *Ma. Josephine Ruiz*



SSA CALENDAR

SUMMER QUARTER 2004

June 21	Classes Begin
July 17	EEP Field Orientation
July 21	SSA Classes End
Aug. 27	Quarter Ends
Aug. 27	Summer Quarter Convocation
Sept. 10	Field Instructors Meeting & Orientation
Sept. 11	EEP Students Orientation & Registration
Sept. 20-24	MA Orientation & Registration
Sept. 20-24	Doctoral Students Orientation & Registration

AUTUMN QUARTER 2004

Sept. 27	Classes Begin
Oct. 4	Field Work Begins (2nd Year Students)
Oct. 5	Field Work Begins (1st Year Students)
Nov. 25	Thanksgiving Holiday
Nov. 26	SSA Closed
Nov. 29 - Dec. 3	Winter Quarter Registration
Dec. 3	Field Work Evaluations Due
Dec. 10	Quarter & Field Work End
Dec. 10	Autumn Quarter Convocation
Dec.11- Jan. 2	Winter Break

WINTER QUARTER 2005

Jan. 3	Classes & Field Work Begin
Jan. 17	Dr. Martin Luther King Jr. Birthday Observance
March 7-11	Spring Quarter Registration
March 11	Field Work Evaluations Due
March 18	Quarter & Field Work End
March 18	Winter Quarter Convocation
March 19-27	Spring Break

SPRING QUARTER 2005

March 28	Classes & Field Work Begin
May 23	Final Field Work Evaluations Due (Second Year)
May 31	Final Field Work Evaluations Due (First Year)
May 30	Memorial Day Holiday
June 7	Field Work Ends (2nd Year Students)
June 8	Field Work Ends (1st Year Students)
June 10	Spring Quarter Convocation
June 10	Spring Quarter Ends

