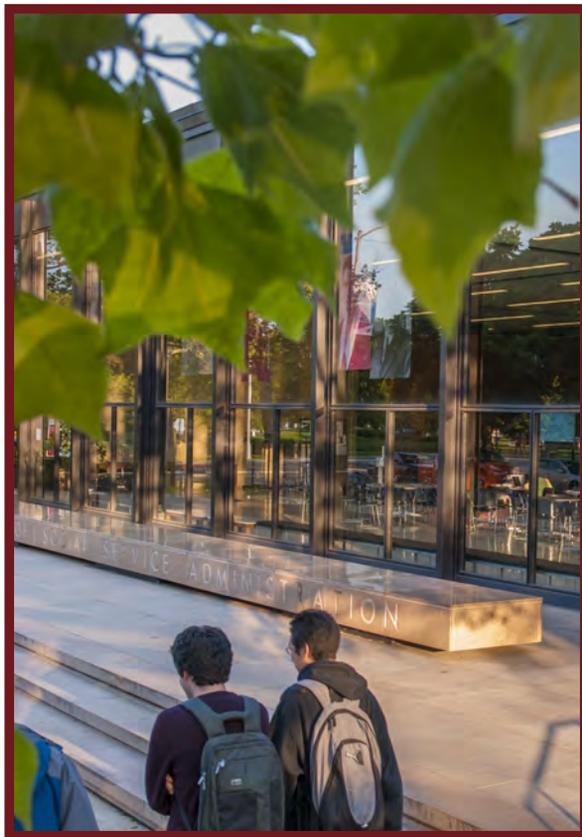


THE UNIVERSITY OF  
CHICAGO



SCHOOL OF SOCIAL SERVICE ADMINISTRATION  
ANNOUNCEMENTS 2014-2015

# TABLE *of* CONTENTS

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2	SSA ANNOUNCEMENTS
3	OFFICERS AND ADMINISTRATION
7	THE FIELD AND THE SCHOOL
15	EDUCATIONAL PROGRAMS
39	ADMISSION REQUIREMENTS
46	TUITION, FEES, AND FINANCIAL AID
51	RESOURCES AND SERVICES
59	COURSES OF INSTRUCTION
97	FACULTY PUBLICATIONS
144	ASSOCIATES
147	FIELD AGENCIES
155	SSA CALENDAR
157	INDEX

# SSA ANNOUNCEMENTS

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Please use the left-hand navigation bar to access the individual pages for the SSA *Announcements*.

In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees and applicants for admission or employment, and those seeking access to programs on the basis of individual merit. The University, therefore, does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, disability, veteran status, or other protected classes under the law.

The University official responsible for coordinating the University's adherence to its non-discrimination policy and the related laws and regulations is Aneesah Ali, Associate Provost, Affirmative Action Officer, 504 Coordinator and Title IX Coordinator. She can be reached via email at [aali@uchicago.edu](mailto:aali@uchicago.edu) and by telephone at 773.702.5671.

The Title IX Coordinator for Students is Belinda Cortez Vazquez, Associate Dean of Students in the University for Student Affairs. She can be reached via email at [belinda@uchicago.edu](mailto:belinda@uchicago.edu) and by telephone at 773.702.9710.

Related federal, state and local laws and regulations include Section 504 of the Rehabilitation Act of 1973, as amended, the Americans with Disabilities Act, and Title IX of the Education Amendments of 1972.

The information in these *Announcements* is correct as of September 1, 2014. It is subject to change.



# OFFICERS AND ADMINISTRATION

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## OFFICERS OF INSTRUCTION

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Colleen M. Grogan, Ph.D., Professor; Co-Director, Center for Health Administration Studies; Faculty Affiliate, Center for Health and the Social Sciences; Faculty Chair, Graduate Program in Health Administration and Policy

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

Leyla Ismayilova, Ph.D., Assistant Professor; Faculty Affiliate, Graduate Program in Health Administration and Policy

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Susan J. Lambert, Ph.D., Associate Professor; Editor, "Social Service Review"

Jens Ludwig, Ph.D., McCormick Foundation Professor of Social Service Administration, Law, and Public Policy; Research Associate, Population Research Center; Director, University of Chicago Crime Lab; Research Affiliate, University of Chicago Urban Network

Jeanne C. Marsh, Ph.D., George Herbert Jones Distinguished Service Professor; Faculty Director, Center for Health Administration Studies; Faculty Affiliate, Graduate Program in Health Administration and Policy

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

J. Curtis McMillen, Ph.D., Professor

Jennifer E. Mosley, Ph.D., Associate Professor

Virginia L. Parks, Ph.D., Associate Professor; Faculty Affiliate, Center for the Study of Race, Politics and Culture; Research Affiliate, University of Chicago Urban Network

Charles M. Payne, Ph.D., Frank P. Hixon Distinguished Service Professor; Faculty Affiliate, Center for the Study of Race, Politics and Culture; and University of Chicago Crime Lab; Research Affiliate, University of Chicago Urban Network (on leave 2014-2015)

Harold A. Pollack, Ph.D., Helen Ross Professor; Faculty Associate, Center for Health Administration Studies; Faculty Affiliate, Center for Health and the Social Sciences; Faculty Advisor, Graduate Program in Health Administration and Policy; Research Associate, Population Research Center; Co-Director, University of Chicago Crime Lab; Research Affiliate, University of Chicago Urban Network

Melissa Roderick, Ph.D., Hermon Dunlap Smith Professor; Research Affiliate, University of Chicago Urban Network

Tina L. Rzepnicki, Ph.D., David and Mary Winton Green Professor

Gina Miranda Samuels, Ph.D., Associate Professor; Faculty Affiliate, Center for the Study of Race, Politics and Culture

William Sites, Ph.D., Associate Professor; Research Affiliate, University of Chicago Urban Network

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Dexter R. Voisin, Ph.D., Professor; Faculty Affiliate, Center for Health and the Social Sciences; Social Sciences; Center for Interdisciplinary Inquiry and Innovation on Sexual and Reproductive Health; Center for the Study of Race, Politics and Culture; and Graduate Program in Health Administration and Policy; Research Affiliate, University of Chicago Urban Network

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Marci A. Ybarra, Ph.D., Assistant Professor; Faculty Affiliate, Center for the Study of Race, Politics and Culture

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Irene Elkin, Ph.D., Professor Emerita

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

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

William Pollak, Ph.D., Associate Professor Emeritus

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

Froma Walsh, Ph.D., Mose and Sylvia Firestone Professor Emerita

## 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.

Donna E. Barrows AM '79

Charles G. Curie AM '79

Peter H. Darrow JD '67, Chair

Bernie Dyme AM '79

Sunny Fischer AM '82

Betsy R. Gidwitz

Mary Winton Green AM '49

Cynthia Greenleaf

Iris J. Krieg AM '75

Stephanie D. Larsen AM '66

Amy S. Lubin AM '75

Linda Kelly Lymburn AM '80

Dr. Katharine (Kitty) Mann AM '69, PhD '99

Ms. Nancy Newberger

Thomas B. Puls, II AM '78

Susan P. Rosenson AM '65

Marilyn B. Rusnak AM '71

Dr. Lorraine R. Suzuki PhD '73

Rev. Richard L. Tolliver PhD

David J. Vitale MBA '76

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Judith S. Block

Mrs. Shirley R. Brussell EX '42

Elizabeth M. Butler AM '46

Frank M. Clark

Charles R. Feldstein AM '44

Nancy J. Johnstone EX '54

Ann Dibble Jordan AM '61

Elliot Lehman

Beatrice Cummings Mayer EX '47

Bernice Weissbourd EX '45



# THE FIELD AND THE SCHOOL

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## MISSION

The School of Social Service Administration is dedicated to working toward a more just and humane society through research, teaching and service to the community. As one of the oldest and most highly regarded graduate schools of social work, we prepare professionals to handle society's most difficult problems by developing new knowledge, promoting a deeper understanding of the causes and human costs of social inequities and building bridges between rigorous research and the practice of helping individuals, families and communities to achieve a better quality of life.

## PROFESSIONAL PURPOSE

Our educational program is grounded in the profession's history, purposes and philosophy. Founded in 1908, the School of Social Service Administration (SSA) is one of a handful of institutions that has helped 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. Since its inception, 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 the decades since, the emphases on social research and on applying the insights of social science to solving human problems have continued. The School continues to establish the connections between the social and behavioral sciences, research and the real world of policy and practice. SSA's interdisciplinary faculty is drawn from social work as well as from such related fields as economics, psychology, sociology, anthropology, political science, public policy, public health and geography. Research at the School reflects this diversity and contributes to the development of social work knowledge.

The Master of Arts Program, a two-year program that has been continuously accredited by the Council on Social Work Education and its predecessor organizations since 1919. SSA was recently reaccredited through June 2020. The School prepares students for advanced professional practice. Based on a body of knowledge, values and skills of the profession, SSA's diverse course offerings provide students with a solid foundation in the profession and substantive exploration of two concentrations (clinical practice and social administration), the latter of which includes focused attention to non-profit management, community organization and development and social policy. Quality instruction promotes the development of competent and effective professionals in these areas. Classes are intended to challenge and engage students in the dynamic interplay of theory, research and practice. Students gain an understanding that whatever the focus of their practice, from the clinical micro-level to the policy macro-level, their activities are guided by an appreciation of service in society and informed by a rigorous evidence and conceptual base.

Since 1920, our Doctoral Program has provided training for those interested in pursuing an academic career in social work and social welfare. SSA's doctoral graduates are leaders in the field of social work and social welfare scholarship. The program is designed to deepen students' mastery of both social science 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 and interventions as well as those interested in understanding social problems and accompanying institutional and political responses. The diverse theoretical approaches of SSA's faculty make it uniquely positioned to support an interdisciplinary course of study.

## VALUES

SSA's educational program is informed by the values of the social work profession. As such, we prepare professionals who are committed to improving the lives of vulnerable and diverse populations and in promoting social and economic justice locally, nationally, and globally. Social work values ensure that service is driven by a humanistic perspective that values difference and asks us to consider the impact of our ideas and our work on the well-being of our clients, of our colleagues, of our agencies and on society as a whole. Our values require that we treat others with dignity and respect and make human rights and social justice central to our work.

Our values require that we behave ethically in both our personal and professional lives. Our ethical precepts encompass such matters as treating our clients with dignity, honoring human diversity and differences, never exploiting clients for our own interests and always acting in the best interest of clients. This is accomplished through human relationships, honoring the value of integrity and giving graduates the competence to achieve professional goals of the highest quality. Similar precepts govern our relationships with other professionals. We recognize our responsibilities to the organizations for which we work, but we also have the obligation to question policies and practices in the workplace that may not be aligned with the best interests of our clients. We value scientific inquiry and the use of scientific evidence, as well as the development and implementation of evidence-based policy and practice. Finally, our values require continued professional growth and development through lifelong learning.

## PROGRAM CONTEXT

### UNIVERSITY OF CHICAGO

Since its founding, the University's mission has been expressed in its motto, *Crescat scientia; vita excolatur*, "Let knowledge grow from more to more; and so be human life enriched." The University is committed to the development of new knowledge, both for its own sake and for the common good. The link of its mission to the mission and purpose of SSA is clear. As social problems become more complex, interconnected and sprawling, SSA is building upon its distinctive interdisciplinary and applied traditions to generate more robust knowledge and to educate the most talented social work leaders, thereby achieving even greater social benefit, both locally and globally.

SSA's first dean, Edith Abbott, said in 1920 when SSA became a full-fledged professional school, 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." Our current President, Robert Zimmer, shares her sentiment and stated during his address during the 487th convocation, "The University of Chicago, from its very inception, has been driven by a singular focus on inquiry...with a firm belief in the value of open, rigorous, and intense inquiry and a common understanding that this must be the defining feature of this university. Everything about the University of Chicago that we recognize as distinctive flows from this commitment."

In his speech at the City Club of Chicago in April 2012, President Zimmer again emphasized the role of the University and SSA in generating knowledge for social benefit:

... since its earliest days, the University has strived to serve this city well. In fact, the University's first president, William Rainey Harper, saw service to the broader community as essential to the University's mission. To fulfill this mission, he established the Extension Division, which consisted of public lectures and correspondence courses, and the University Press, which dispersed University research to a wide audience. Both were revolutionary developments in American higher education. As Richard Storr wrote in his history of Harper's tenure as president, "The outward thrust of the University was both deliberate and continuous."

Zimmer continued,

I could offer a great many examples of academic and research programs that illustrate Storr's link . . . But I would like to turn briefly to the School of Social Service Administration, whose service to the community epitomizes that outward thrust at the same time as it underscores the university's singular focus on inquiry and belief in data-driven arguments and ideas. . . . One of the earliest schools of social work, SSA has its roots in the Chicago settlement house movement and is firmly tied to the history and institutions of this city. At its inception, its mission was to provide professional academic training to those serving the most vulnerable residents in the city's poorest neighborhoods.

Over the years, faculty members, administrators, and alumni have helped draft parts of the Social Security Act, have enforced child labor laws, and have fought for low-income working mothers. They have fostered the century-long partnership with Children's Memorial Hospital (now the Ann and Robert H. Lurie Children's Hospital of Chicago) and forged partnerships with over 700 agencies and programs throughout the city as part of their field placement program. They have moved from their professional training to leadership positions within social services agencies throughout the city and across the country, helping to shape the policies that transform lives. All the while, they have been focused on helping to find solutions for some of the most intractable problems of the city.

SSA is held to the highest of intellectual standards, and faculty recruitment and promotions are guided by rigorous expectations. Students take advantage of the

opportunities available in the University and are able to make use of the rich course offerings of its other departments. In addition to taking courses at SSA from faculty trained across multiple disciplines, students take courses in the schools of law, business, medicine, divinity and public policy, and in departments of anthropology, sociology, psychology, psychiatry and others. This is a university in which such a cross-walk between disciplines and departments is fluid, actively encouraged and easily accomplished.

### CITY OF CHICAGO

As a great American city, Chicago and its surroundings provide a superb context for learning in the field. It is one of the nation's most diverse cities—a kaleidoscope of social and cultural traditions and populations. Chicago experiences all of the significant problems of the modern metropolis: poverty, violence, crime, dysfunctional schools, inadequate health services, drug use, family breakdown, social exclusion and community disruption. There are both people with great progressive vision and forces that threaten to defeat them. Our students are able to witness, learn from and contribute to this complex of activity.

Chicago has notably been at the forefront of pioneering movements in social work, community organizing, women's rights, urban planning and architecture, labor organizing and African American politics. Building on this tradition, recent initiatives such as the University of Chicago Crime Lab, the Network for College Success, the Woodlawn Children's Promise Community and the Chicago Center for Youth Violence Prevention (one of 6 national Academic Centers of Excellence funded by the Centers for Disease Control and Prevention)—all led or co-led by SSA faculty—yield both knowledge for the field at-large, and tangible benefit to the citizens of Chicago, as well as offer opportunities to expand the University's partnership with the City of Chicago. Our ever-deepening partnerships with the neighbors in our community serve to enhance the quality of life and economic development of Chicago's South Side, the City of Chicago more broadly and beyond to the national and international levels. With this, SSA plays a very visible role in materially advancing the University's larger purpose to "enrich human lives."

### THE GLOBAL CONTEXT

As social problems become ever more globally interconnected, SSA has adopted a strategic commitment to and begun the deliberate implementation of a robust international social welfare program agenda. Our program presently includes a significant focus on international social welfare by integrating cross-national and comparative content into our curriculum, developing study-abroad and internship placement opportunities for students, organizing lectures by international scholars visiting Chicago and promoting scholarly and student exchanges in partnership with peer institutions abroad. With support provided by the University's Provost's Office, SSA has undertaken a permanent expansion of its faculty ranks, with a strategic focus placed on bringing in faculty with explicit expertise in global and international social welfare. Our first of several faculty hires in this emerging domain joined us in July 2012, and our second member joined us in January 2014; more are anticipated in the near future.

We run an annual, intensive, one-month study-abroad program on urban poverty and community practice for our master's students in collaboration with the Tata Institute of Social Sciences (TISS) in Mumbai, India, the oldest established school of social work in that country. This program combines classroom instruction, field experience (pairing SSA students with TISS students in a small set of community placements), seminar discussion and informal engagement with students and faculty from both schools. The program includes a reciprocal exchange in Chicago, in which TISS students engage in a parallel program to the one in India, strengthening comparative learning across institutions and countries and building meaningful peer relationships. This work has also begun to generate research collaboration among faculty at both institutions.

In China, SSA has established a relationship with colleagues at Peking University (PKU), which is the home to mainland China's oldest and most well-established social work program. We hosted PKU faculty at Chicago on two separate occasions and visited PKU to share insights and orientations to social work curriculum and field education, as well as to explore common research interests. We are also partnering with PKU as part of the China Collaborative, an effort jointly sponsored by the Council of Social Work Education in the United States, China Association of Social Work Educators in China, and the International Association of Schools of Social Work to foster the advancement of social work education and the professionalization of social work in China during a time of rapid development. In 2013, we launched an intensive Summer Institute in China in partnership with Hong Kong Polytechnic University which focuses on responses to social exclusion in Hong Kong, mainland China, and the United States. As with the TISS program, this exchange is designed to maximize interaction and learning between Chinese and American students through formal curricular, field-oriented and informal interactions, as well as to leverage the comparative perspective such an exchange might provide to think critically about social work practice and social welfare.

SSA, with our counterparts at Peking University, co-sponsored and hosted a scholarly seminar and strategic planning workshop in June 2012 with support from the University of Chicago's recently established Beijing Center. The seminar explored international perspectives on social policy and urban problems. It brought together scholars from China, the United States, India, and South Korea to also explore knowledge about, policy responses to and enduring questions focused on urbanization and globalization across particular substantive themes—education, health, children and youth, and poverty and development—and how they are playing out across these four national contexts. Following the seminar, a strategic planning workshop was held to discuss the possibilities for dyadic and multilateral exchanges and for institutional relationships among participating institutions. The seminar and workshop, which were grounded in our developing relationship with PKU and expanded to include key relationships and potential partnerships with two other peer social work schools in other parts of Asia, TISS in India and Seoul National University in South Korea). A follow-up workshop took place in Seoul, South Korea, in March 2014.

In addition to these developing relationships, the presence of the University of Chicago's Beijing Center and the recent opening of the University's Center in Delhi

open exciting opportunities to provide continued support for ongoing cross-national exchanges, seminars and conferences, including hosting students and scholars from China, India, the United States and other countries for varying periods of time.

## THE VISION

The forces shaping social welfare are varied and shifting, and they require the most intense scrutiny, cross-cutting and creative scholarship, and science that can anticipate and guide the future. Further, the field requires the most rigorously trained practitioners, policy makers and future scholars to develop and apply complex and emerging knowledge for the profession, so that social welfare strategies and interventions maximally benefit those most vulnerable and the wider society.

The School and its culture exhibit several hallmarks that distinguish us as one of the schools of social work leading the field into the future:

### **1. Interdisciplinary focus**

Historically, SSA has been home to the most interdisciplinary cadre of social welfare scholars in the world. Building on this long-established tradition, SSA has recently established a formalized vehicle to encourage solutions to the most complex of social problems that are more integrated and robust evidence-based and that overcome the strong centrifugal forces in the academic world that pull apart scholars who share similar substantive concerns, and that result in their work being funneled into disciplinary silos. SSA has recently established several formalized interdisciplinary scholar networks by organizing researchers from across disciplinary lines to collaborate in generating innovative and more comprehensive knowledge to tackle society's social problems. The scholar networks connect theory to practice in the highest intellectual tradition of the University, linking some of our most influential social welfare researchers with leading scholars and practitioners from around the nation. Initiated in 2011 and currently supported at SSA are the Employment Instability, Family Well-being, and Social Policy Network (EINet) and the STI and HIV Intervention Network (SHINE). The scholar network vehicle anchors such interdisciplinary research activities at SSA and helps SSA to catalyze the development and translation of new high impact scholarship so that it can more readily be put into practice—in the field and in the classroom.

### **2. Scholarship and research**

Our faculty members are actively involved in cutting edge scholarship and research that inform and shape the field. The opportunities SSA faces require disciplined intellectual intensity to pursue ideas and the development of knowledge that challenge conventional ways of understanding social problems. We anticipate elevating further our intellectual leadership in the field through the recruitment of additional eminent scholars who will represent a rich mix of expertise and disciplinary diversity, and whose ideas and intense inquiry will generate new understandings and effective responses to the most intractable social problems of our times, whether these be growing poverty, violence, or social displacement or other conditions that place individuals at risk for multiple adversities.

In the classroom, SSA seeks students who are serious about learning, intensely curious, analytical and imaginative, with a clear moral compass. As social work is a rewarding field that offers real world opportunities for promoting social justice, as well as alleviating and preventing human suffering, we challenge students to understand root causes and human costs of social problems and to think deeply to illuminate and implement effective, evidenced-based solutions. With a thorough grounding in practice and policy, and analytical training to think at a complex level and solve problems, students carry out field placements in Chicago area not-for-profit organizations serving vulnerable populations, integrating the theories and techniques learned in the classroom with serving and working in the field. The SSA faculty continuously works to achieve a deeper integration between these two centers of learning: knowledge generated by faculty scholarship and research presented to students in class; and field education where this knowledge is applied to real-life situations. These efforts provide a distinctive advantage to our students and a hallmark of SSA's intensive educational approach that links conceptual knowledge to learning while students play a role in the delivery of social services and evaluating their impact.

### **3. Person-in-environment**

The foundation of our curriculum is built on the assumption that all clinical social workers need to understand and appreciate the complexities of communities and organizational theory and practice, the policies that govern human services and how to advocate for change in those systems. Similarly, students who are preparing for work at larger system levels need to know and understand the needs of those who seek our services; as well as how to assess, intervene and evaluate those services. Our core curriculum gives equal weight to micro and macro practice, and the concentrations continue to be informed by issues at multi-system levels.

### **4. Developing skills in critical thinking**

Effective and ethical practitioners must be skilled in raising questions about assertions made by theoreticians, researchers, supervisors and colleagues. They must be able to analyze the purported rationale behind those assertions and assess the nature of evidence supporting them. We strive to produce professionals who engage in empirically based practice and who understand the importance of garnering rigorous evidence that informs practice.

### **5. Chicago as the context for fieldwork and other learning opportunities**

Solving social problems requires not only conceptual clarity but also a deep real-world engagement in understanding and responding to such problems. Historically, SSA has played a lead role in tangibly advancing policies and practices serving vulnerable children and families, immigrants, the homeless and those imprisoned or struggling with substance abuses. We have ongoing institutional partnerships with over 700 human service agencies, philanthropies and government bodies in and around Chicago addressing persons facing such deep problems. Indeed, many of our graduates serve as executives for the lead agencies in the community. Through our fieldwork partnerships in the community, each year our students provide more than a quarter million hours of direct service to the citizens of Chicago.

## GOALS OF THE SCHOOL

Carrying out SSA's mission to enrich human life through scholarship, education and service dedicated toward advancing a more socially just and humane society, we tackle the most intractable and costly of social problems by developing rigorous knowledge and rigorously trained professionals, as well as by leading and informing the field in ways that advance our society and the concerns of those who are most vulnerable. In keeping with its mission, the School's goals are:

- to educate competent and effective professionals able to apply clinical, analytical and organizational knowledge and skills to solve social problems and relieve the distress of vulnerable individuals through ethical practice in a rapidly changing global environment. This requires a learning environment that models respect for diversity and lifelong learners who can think critically about the world around them;
- to produce scholarship that enhances our understanding of the nature and sources of problems of individuals, families, communities and society and of effective means of preventing and intervening with those problems;
- and to use the School's resources to advance social justice and to serve its immediate community and the field of social welfare through the translation of knowledge into action. We aim to provide leadership both institutionally and through the efforts of individual faculty.

Graduates of the School of Social Service Administration should be able:

- to understand that the foundation of effective service lies in a grasp of the environment. Individual distress occurs in a social context involving the interaction of biological, psychological, familial, economic, community and cultural factors;
- to understand that theories supported by empirical evidence serve as conceptual frameworks for examining individual distress, organizational functioning, community contexts and social policies. These theories are drawn from multiple disciplines and become the foundation for a coherent framework from which to respond to human needs and promote social justice;
- to think critically and challenge the underlying assumptions, core values, conceptual frameworks and evidence on which our professional knowledge is based;
- to engage in competent, ethical and effective social work, clinical practice or social administration;
- and to become effective leaders in the fields of social work and social welfare.



# EDUCATIONAL PROGRAMS

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## THE MASTER OF ARTS PROGRAM

The Master of Arts program (<http://ssa.uchicago.edu/masters-program>), a two-year program that has been continuously accredited by the Council on Social Work Education and its predecessor organizations since 1919, prepares students for advanced professional practice. SSA offers additional schedules for completing the Master of Arts program outlined below under Other Enrollment Options (<http://www.ssa.uchicago.edu/enrollment-options>).

The School of Social Service Administration's master's degree program aims to provide a sophisticated understanding of the person-in-environment and to develop competencies and practice behaviors to effect change. 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.

To achieve these goals, students develop the following core competencies:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

To facilitate the development of these core competencies and the knowledge and behavior to practice at an advanced level, 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 core field placement (<http://ssa.uchicago.edu/field-education>) in their first year and a concentration placement in their second year. No academic credit is awarded for life or work experience.

## YEAR ONE

### 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 prepares students for generalist practice through mastery of the core competencies of the profession as articulated by the Council on Social Work Education. It 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 and practice behaviors related to these areas of knowledge. This foundation provides the background for concentration in advanced practice in clinical work or in 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
SSAD 30000	SSAD 30000	Concentration or Elective
SSAD 30100	SSAD 30100	Concentration or Elective
SSAD 32700	SSAD 30200	Concentration or Elective
Fieldwork	Fieldwork	Fieldwork

*Social Intervention: Programs and Policies (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 develop competencies 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 (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 and develop competencies related to this area of practice. Complementing 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.

*Social Intervention: Research and Evaluation* (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 competencies and develop practice behaviors related to 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. All incoming day students will take a research placement exam during the first week of classes to determine their research course. Students who pass the exam will be eligible to take a concentration research course in the first year, either clinical research (44501) or data analysis (48500).

*Human Behavior and the Social Environment* (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. It prepares students to use these conceptual frameworks to guide the process of assessment, intervention, and evaluation; and to critique and apply knowledge to understand person and environment. 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

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersection of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

In keeping with the School's mission and the commitment to educate 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 socio-cultural and socio-economic contexts.
3. To analyze the ethnic and political issues related to the patterns, dynamics, and consequences of discrimination and oppression.
4. To 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 students' own particular area of expertise (e.g., clinical, community, organization, management).

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 education at SSA, and to enhance the development of practice behaviors for work with diversity and difference in practice, no waivers of this course are considered. Approved courses in human diversity for the 2014–2015 academic year are listed below.

- 42100 Aging and Mental Health
- 42800 Clinical Intervention with Socially Vulnerable Clients
- 43300 The Exceptional Child
- 44212 Abuse-Focused Child Therapy and the Helping Relationship
- 44401 Sexuality across the Life Cycle
- 44800 Urban Adolescents in Their Families, Communities, and Schools: Issues for Research and Policy
- 45112 Contemporary Immigration Policy and Practice
- 45200 African American Families: Theories and Research on the Role of Fathers
- 46922 Abuse-Focused Child Therapy and the Helping Relationship
- 47222 Promoting the Social and Academic Development of Children in Urban Environments
- 47432 Criminal Justice and Social Work Interface
- 47512 The U.S. Health Care System
- 47812 Human Rights and Social Work: Opportunities for Policy and Practice
- 48012 Worker Rights in the Global Economy
- 48300 Theories and Strategies of Community Change
- 60200 Spirituality and Social Work Practice
- 61200 Introduction to Aging: 21st Century Perspectives
- 61400 Social Meaning of Race
- 62712 Trauma and Resilience in Cross-Cultural Practice
- 63300 International Perspectives on Social Policy and Practice

63512 Power and Inequality: The Civil Rights Movement  
 63900 Male Roles and Life Course Development in Family, Community, and Civil Society  
 64400 Spanish Language and Culture for Social Workers

## YEAR TWO

### THE CONCENTRATION CURRICULUM

The master's curriculum provides the opportunity for developing knowledge and practice behaviors for advanced practice in two major areas of social work and social welfare: clinical social work 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 develop competencies and practice behaviors for direct social work practice, which encompass a broad range of psychosocial services for a variety of problems. Students may choose to specialize in a specific area of practice (e.g., health, mental health, family and child welfare) or with a specific target population (e.g., children). The social administration curriculum is designed to develop competencies and practice behaviors 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, Non-Profit Management, or Policy Planning, Analysis, and Advocacy.

### 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 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, one course emphasizing conceptual foundations and the other course emphasizing applications. Practice methods sequences include cognitive-behavioral, family systems and psychodynamic. While it is strongly recommended that students take the conceptual foundations course before an applications course in

cognitive-behavioral and family systems perspectives, it is required for the psychodynamic sequence.

2. A one-quarter course in a second practice method. Again, it is recommended that this course be a foundations course if choosing cognitive-behavioral or family systems perspectives; it must be the foundations course if choosing the psychodynamic perspective. Alternatively Comparative Perspectives in Social Work Practice (42401) or Knowledge and Skills for Effective Group Work Practice (62322) can also be taken to fulfill the one quarter course requirement.
3. One research class: 44501 Clinical Research or another research course if the 44501 course was taken in the first year.
4. One advanced human behavior in the social environment (HBSE) course.
5. A clinical field placement intended to provide students with an opportunity to develop, apply, and test practice knowledge and learn practice behaviors by working under the guidance of a supervisor in a clinical practice setting. Field instruction involves a minimum of 640 hours, usually 24 hours a week.

### I. Intervention Theories and Practice Methods

Clinical practice students are required to take a two-quarter course sequence in one practice method, one course emphasizing conceptual foundations and the other course emphasizing applications and at least one additional course in a different practice method. Practice methods include cognitive-behavioral, family systems, and psychodynamic perspectives. While it is *strongly recommended* that students take a conceptual foundations course before an applications course in cognitive-behavioral and family systems methods, it is *required* for the psychodynamic sequence. In any case, a foundation course must always be part of the two-course methods sequence chosen. Conceptual foundations courses are listed below in **bold**.

#### 1. Cognitive-Behavioral Approaches

**40403 Fundamentals of Behavioral Therapy: Contemporary Approaches**

**40404 Cognitive and Behavioral Approaches: Children and Families \***

**40922 Cognitive Behavioral Therapy: Theory and Practice \***

43800 Skills for Conducting Psychotherapy with Chronically Distressed Persons

63700 Acceptance and Commitment Therapy

61812 Cognitive Behavioral Therapy with Vulnerable Populations

#### 2. Family Systems Approaches

**40800 Family Systems Approaches to Practice**

41700 Clinical Treatment of Abusive Family Systems

40212 Couples Therapy

60612 Systemic Family Interventions for Specific Populations

#### 3. Psychodynamic Approaches

**41000 Psychodynamic Practice Methods I**

41100 Psychodynamic Practice Methods II

### 64500 Psychodynamic Intervention for Clients with Challenging Mental Health Issues

A one-quarter course in Comparative Perspectives in Social Work Practice (42401) or Knowledge and Skills for Effective Group Work Practice (62322) can also be taken to fulfill the one-quarter course requirement.

\* Can count as either conceptual foundations or an applications course

## II. Advanced Clinical Research

2014-2015 examples include:

44501 Clinical Research: Using Evidence in Clinical Decision Making

If 44501 was completed in the first year, students must select a second research course. 2014-2015 examples include:

43422 Qualitative Research: Using the Phenomenological Approach to Examine Social Work Practice

45600 Policy Analysis: Methods and Applications

46412 The Evaluation of Social Welfare Programs and Policies

48500 Data for Policy Analysis and Management

60912 Prevention Research and Methods: Children and Adolescents

61312 Qualitative Research: Using the Case Study Approach to Examine Social Work Practice and Policy

62400 Community Ethnography

63800 Program Evaluation in International Settings

64600 Quality Monitoring and Improvement for the Social Services

## III. Advanced HBSE

41900 Treatment of Adolescents: A Contextual Perspective

42100 Aging and Mental Health

42500 Adult Psychopathology

42600 Diagnosing Mental Disorders in Children and Adolescents

43112 Loss, Grief and Bereavement

43300 The Exceptional Child

44401 Sexuality across the Life Cycle

61200 Introduction to Aging: 21st Century Perspectives

63900 Male Roles and Life Course Development in Family, Community, and Civil Society

## Electives

Students have the opportunity to take elective courses in areas of interest. Courses may be selected from the curriculum offerings on particular fields of practice, theories of behavior, treatment modalities, social problems, target populations, or research methods, or from courses in the social administration concentration. Bridging 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 Core competencies and practice behaviors and the required concentration courses, students can shape their course of study around areas of practice.

Examples include, but are not limited to:

#### **FAMILY AND CHILD WELFARE**

- 41700 Clinical Treatment of Abusive Family Systems
- 42212 Introduction to Trauma Informed Practice
- 42322 Child and Adolescent Substance Use
- 42912 Work and Family Policy: Policy Considerations for Family Support
- 43112 Loss, Grief and Bereavement
- 44212 Abuse-Focused Child Therapy and the Helping Relationship
- 60800 Child and Adolescent Trauma

#### **FAMILY AND COMMUNITY SUPPORT**

- 42212 Introduction to Trauma Informed Practice
- 42322 Child and Adolescent Substance Use
- 42700 Family Support Principles, Practice, and Program Development \*
- 42912 Work and Family Policy: Policy Considerations for Family Support \*
- 45112 Contemporary Immigration Policy and Practice
- 47432 Criminal Justice and Social Work Interface
- 60800 Child and Adolescent Trauma
- 61100 Seminar in Violence Prevention

*\*Required for Family Support Program of Study*

#### **MENTAL HEALTH**

- 40000 Clinical Intervention in Substance Abuse
- 40212 Couples Therapy
- 41700 Clinical Treatment of Abusive Family Systems
- 42001 Substance Use Practice
- 42500 Adult Psychopathology
- 42600 Diagnosing Mental Disorders in Children and Adolescents
- 43112 Loss, Grief and Bereavement

44932 Treatment of Individuals with Serious Mental Illness  
 64500 Psychodynamic Intervention for Clients with Challenging Mental Health Issues

## SOCIAL ADMINISTRATION CONCENTRATION

The social administration concentration prepares students for professional practice in community organizing, planning, and development; human services management; and policy planning, analysis and advocacy. Students are prepared for positions in federal, state, county, and municipal government; private non-profit and for-profit organizations; public policy research and advocacy organizations; community-based organizations 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 enables students to develop competencies and 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:

- 45400 Economics for Social Welfare
- 46712 Organizational Theory and Analysis for Human Services
- 46800 Political Processes in Policy Formulation and Implementation
- 48500 Data for Policy Analysis and Management

Field Placement. The field placement enables students to develop competencies and practice behaviors related to social work in human service organizations. Students will develop a broad view of a social welfare problem and engage in advanced practice behaviors to respond 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; Non-Profit Management; and Policy Planning, Analysis, and Advocacy. In choosing electives, students are **strongly** encouraged to focus their study by selecting the recommended courses from one of the clusters. In addition, students can participate in a Program of Study.

### Community Organizing, Planning, and Development

This sequence of recommended courses provides the conceptual and substantive knowledge base and practice behaviors underlying professional practice in community organizing, planning, and development. 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 that cluster students first take the Core community course (48300), followed by at least one course in each of the two subsequent areas.

### **Community Core**

48300 Theories and Strategies of Community Change

### **Community and Context**

49822 Community Organization: Historical Contexts and Contemporary Challenges

47622 Community Development in International Perspective

### **Selected Strategies**

45312 Urban Social Movements

47622 Community Development in International Perspective

48112 Community Organizing

64700 Organizing Coalitions for Change: Growing Power and Social Movements

### **Non-Profit Management**

This sequence of recommended courses teaches students analytic approaches and practice behaviors 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 develop competencies in modern management methods, such as staff supervision and development, negotiation, participatory decision making, organizational development, and agency budgeting.

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

#### **Foundation courses**

44612 Organizations, Management, and Social Policy

49412 Non-profit Organizations and Advocacy for Social Change

#### **Methods courses**

47300 Strategic Management: External Factors

48412 Non-profits and Social Innovation

49600 Financial Management for Non-profit Organizations

49701 Administrative Methods

#### **Electives**

45912 Supervision from an Organizational and Relationship Perspective

46412 The Evaluation of Social Welfare Programs and Policies

#### **Policy Planning, Analysis, and Advocacy**

This sequence of recommended courses teaches students the conceptual and technical knowledge and practice behaviors 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 which accompany most policy making and evaluation problems in social welfare.

#### **Foundation course**

45600 Policy Analysis: Methods and Applications

#### **One substantive elective from the list below**

42912 Work and Family Policy: Policy Considerations for Family Support

44800 Urban Adolescents in Their Families, Communities, and Schools: Issues for Research and Policy

45112 Contemporary Immigration Policy and Practice

46412 The Evaluation of Social Welfare Programs and Policies

46622 Key Issues in Health Care: An Interdisciplinary Case Studies Approach

47222 Promoting the Social and Academic Development of Children in Urban Environments

47512 The U.S. Health Care System

49032 Health and Aging Policy

49412 Nonprofit Organizations and Advocacy for Social Change

60300 Workforce and Workplace Development: Inequality in Employment

60400 Poverty, Inequality, and the Welfare State

61100 Seminar in Violence Prevention

61500 Urban Education and Educational Policy

## FIELD PLACEMENT

Field instruction is an important component of professional education for social workers. Its purpose is to provide students with an opportunity to apply and integrate the knowledge, values, skills, and research learned in the classroom under the guidance of a skilled supervisor in a practice setting. Through the field experience, students develop a social work professional identity, expand core and advanced competencies, and apply practice behaviors. Field placements occur concurrently with coursework throughout the duration of the master's program. Students participate in a Field Learning Seminar to further the integration of theory and practice as part of their field requirement.

### **Core Placement**

In the first year, fieldwork is integrated with Core and elective courses to provide direct practice experience with people in distress and the institutions established to provide service. Students develop beginning competence in direct social work practice through experience in engagement, assessment, intervention, and evaluation.

- Full-time students attend their internship for two days per week (16 hours) and complete 480 hours during the academic year.
- Students in the Extended Evening Program (EEP) attend their internships for one 8-hour or two 4-hour days during the work week (Monday-Friday) and complete 400 hours over the course of 12 months, including during the summer. All students must successfully complete the Core field placement requirement before registering for Winter quarter of their second year.
- Students in the Part-time Day Program begin field placements in the second year. Part-time Day students attend their first internship two days a week (16 hours) and complete 480 hours during the academic year.

Toward the end of Winter quarter, students make selections for second-year field placements. These selections will match their choice of concentration, either in a clinical practice setting or a social administration placement.

## CONCENTRATION PLACEMENT

### **Clinical Practice**

The primary objective of the clinical practice 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 apply more than one theoretical approach to clinical practice to prepare them for broad-based professional practice with a range of clients, problems, and environmental situations. Field seminars are scheduled throughout the academic year.

- Full-time second year students' field instruction involves a minimum of 640 hours, usually three days a week, for 3 quarters.
- Part-time Day students begin their concentration field placements in their third year and follow the same field schedule outlined for Full-time students in concentration placements.
- EEP students are in the field for 9 hours per work week (Monday-Friday), including the summer, and complete 720 hours in approximately 20 months.
- Accelerated Program students complete 700 hours (3 days a week in the field).

### **Social Administration**

Social administration students undertake a 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, health care organizations, and related social welfare organizations. Such placements give students opportunities to consider the role of social work in human service organizations. It enables them to apply social work ethical principals in managing human service organizations, engaging with communities, and analyzing policies that affect social work clients. It also provides them with opportunities to apply critical thinking in considering the role of social workers within political processes, economic systems, and organizational contexts. 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, as well as to examine the tensions between theory and practice. Field seminars are scheduled throughout the academic year.

- Full-time social administration students may spend 2 or 3 days a week in the field for the entire academic year, depending on the field placement (a minimum of 496 hours is required).
- Part-time Day students begin their concentration field placements in their third year and follow the same field schedule outlined for Full-time students in concentration placements.
- EEP students are in the field for one 8-hour or two 4-hour days per work week (Monday-Friday), including the summer, and complete 576 hours in approximately 20 months.
- Accelerated Program students complete 700 hours (3 days a week in the field).

Increasing numbers of field placements require proof of immunizations, criminal history checks, and/or drug testing prior to beginning work at the agency. Results of criminal history checks and/or drug testing may impact placement availability

as well as ability to obtain a social work license in the future. Applicants to SSA programs should familiarize themselves with professional licensing statutes. Once admitted, it is the students' responsibility to ask their field instructors about prerequisite requirements before beginning the practicum. The Office of Field Education may be consulted as needed.

## PROGRAMS OF STUDY

Special programs are designated areas within the SSA curriculum that allow students to tailor their degree program to their professional interests. By using electives in the degree program to meet requirements of a Program of Study, students build a curriculum that uniquely addresses their interests and prepares them for work in a particular area of social work.

Each of the Programs has prescribed requirements, either required courses or sets of courses from which students may choose. Importantly, each program combines coursework with a related field experience to allow students to connect their theoretical learning with the development of competencies in a particular area of practice.

### Advanced AODA (Alcohol and Other Drug Abuse Counselor) Training Program

SSA has an Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA) Accredited Advanced AODA Counselor Training Program (ATP). The goals of this program (<http://ssa.uchicago.edu/advanced-aoda>) are:

- To prepare students to develop competencies and practice behaviors required by people currently experiencing, or at risk of having, problems with alcohol and other drugs;
- To prepare students to provide services in addictions treatment settings and in non-addictions settings;
- To introduce students to a range of approaches to treatment of substance use problems;
- To introduce students to substance use problems in specific populations such as individuals with dual disorders, older adults, women, and adolescents.

#### **Required Courses:**

- 40000 Clinical Intervention in Substance Abuse
- 42001 Substance Use Practice
- 42322 Child and Adolescent Substance Use

#### **Recommended Course:**

- 42500 Adult Psychopathology

Requirements for students in this program include three courses and a field placement which addresses substance use issues.

Students interested in IAODAPCA certification will be required to complete a second-year field placement at a program with an Illinois Department of Alcoholism

and Substance Abuse (DASA) approved addictions program in which at least half of their time is spent addressing substance use issues.

### Family Support Program

To meet the growing national need for preventive and community-oriented services for families, SSA created a program in Family Support (<http://ssa.uchicago.edu/family-support>). The knowledge base is interdisciplinary, drawing primarily from social and biological science theories and research as well as practice theories and research. Core values include an ecological orientation, a focus on prevention of problems and promotion of desirable outcomes, and a commitment to strength-based partnerships between professionals, participants, and other stakeholders. Basic skills for family support reflect the full range of social work services: individual, family, group, organization, community, administration, and policy work. Family support also draws on a broad range of specialized skills, including program design, implementation, and evaluation, formation and facilitation of groups; home visiting; community building; and inter-agency collaboration.

Students interested in Family Support can be either in the clinical or in the social administration concentration and have a placement in an agency that practices family support principles. In addition, all students take two required courses in Family Support. Family Support Principles, Practice, and Program Development (42700) explores the theoretical principles and values underlying family support. Work and Family Policy: Policy Considerations for Family Support (42912) provides students with the knowledge and skills to consider policy issues related to work and families. Students who specialize in family support choose an internship specifically designed for this program.

### The Graduate Program in Health Administration and Policy

The Graduate Program in Health Administration and Policy (GPHAP) (<http://ssa.uchicago.edu/graduate-program-health-administration-policy>) is unique among health administration programs in the United States. GPHAP allows students to earn either a Certificate in Health Administration and Policy or a Certificate in Health Administration and Policy with a Concentration in Global Health, while earning a degree in one of the participating graduate schools on campus: The Booth School of Business, the Harris School of Public Policy, the Law School, the Pritzker School of Medicine, or SSA. GPHAP is an interdisciplinary program that draws faculty and students with a variety of perspectives on health care from across the University. Building upon the Core training provided by the participating professional schools, GPHAP prepares leaders in health administration and policy by providing students with additional coursework and practical experience in the health care field. Through field placements or internships, students apply theoretical and analytical tools in a practical setting. All students must fulfill the Core requirements of their respective schools, required courses for either of the GPHAP certificate programs, a practicum, and co-curricular activities. Students apply for this program of study in September of the year they are entering SSA.

#### **GPHAP Certificate Program**

GPHAP focuses on the U.S. healthcare system and allows students to choose a course of study in health service administration that closely matches their interests and career plans to developments in this expanding field. For more detailed program information, please visit <http://www.ssa.uchicago.edu/gphap>.

### **Global Health Certificate Program**

Students today are interested in addressing issues that cross national borders, including global health. To address this need, SSA's Graduate Program in Health Administration and Policy (GPHAP), the Center for Global Health (CGH), and the Pritzker School of Medicine (PSOM) have collaborated to develop a new Global Health Certificate Program at SSA. This new program will address issues in global health from the perspective of a variety of disciplines, including business, law, economics, public policy, social work and socio-cultural studies. The program began accepting students during the Fall of 2012. For more detailed program information, please visit <http://www.ssa.uchicago.edu/global-health-certificate-program>.

### **International Social Welfare Program**

International perspectives on social welfare are crucial to SSA's leadership role in social policy and social work. There are several ways in which students can participate in the International Social Welfare Program (<http://ssa.uchicago.edu/international-social-welfare>). For example:

An intensive, four week, study-abroad program focused on urban poverty and community practice in India:

In collaboration with the Tata Institute of the Social Sciences Centre for Community Organization and Development Practice in Mumbai, SSA students have the opportunity to learn about key issues in international social welfare and gain academic and field experience in international social work practice. The program is open to students in the clinical or social administration concentration. There is an application process in Spring quarter for interested students.

We currently offer courses which focus on international social work and social welfare, cross-national comparative perspectives, or implications that global processes may have on social work practice. Courses available at SSA in 2014-15 include:

- 45112 Contemporary Immigration Policy and Practice
- 45312 Urban Social Movements
- 46922 Structuring Refuge: U.S. Refugee Policy and Resettlement Practice
- 47622 Community Development in International Perspective
- 47812 Human Rights and Social Work: Opportunities for Policy and Practice
- 48012 Worker Rights in the Global Economy
- 62712 Trauma and Resilience in Cross-Cultural Practice
- 63300 International Perspectives on Social Policy and Practice
- 63800 Program Evaluation in International Settings

Additional courses are available at other units of the University including the Booth School of Business, the Center for the Study of Race, Politics, and Culture, the

Human Rights Program, the Harris School of Public Policy, the Pritzker School of Medicine and the Law School. Check individual school schedules for courses and times.

### Older Adult Studies Program

To advance the preparation of geriatric social workers and to strengthen the quality of care given to a growing older population, SSA developed an Older Adult Studies program (<http://ssa.uchicago.edu/older-adult-studies>). Social workers bring a unique, multi-faceted perspective to working with older adults. Their education 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. This program combines 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 learn competencies and develop practice behaviors to provide services and shape programs and policies dealing with older adults.

Students interested in working with older adults take either the clinical or social administration concentration, two required courses, and a placement in which they work with older adults. Students take Health and Aging Policy (49032) and a choice of Aging and Mental Health (42100) or Introduction to Aging: 21st Century Perspectives (61200) or Current Topics in Aging and Long-Term Care: Implications for Practice (65200). We offer a rotation model for field learning which provides the student maximum exposure to the aging person and the services and systems designed to support older people and their families.

### Program on Poverty and Inequality

Poverty and inequality (<http://ssa.uchicago.edu/poverty-inequality>) create enormous challenges for contemporary modern societies. In the United States, despite more than a century of social welfare efforts—public and private—these conditions continue to present fundamental problems to our society and polity. This program offers students professional training to take up problems of poverty and inequality in their professional careers. It provides the basic knowledge and skills needed to prepare social workers to engage in efforts to alleviate poverty and inequality as program managers, policy analysts, and community advocates. The program exposes students to issues regarding poverty and inequality both in the United States and in international settings.

Clinical or Administrative students selecting this program take two foundation courses, one addressing poverty, Poverty, Inequality, and the Welfare State (60400), and the other addressing workforce issues, Workforce and Workplace Development: Inequality in Employment (60300). Students in the program can select electives drawn from a variety of courses offered at SSA and in other parts of the University.

### School-Based Programs

#### **School Social Work (Type 73 Certification)**

The School Social Work program (<http://ssa.uchicago.edu/school-social-work>) provides students with the knowledge, skills, values, and experience needed to develop competencies, dispositions and practice behaviors for licensure as school social workers through the Illinois State Board of Education (ISBE). Through the combination of coursework and fieldwork, 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 two courses specifically designed for their specialization. Students are required to take 41600 Public School Systems and Service Populations, and 43300 The Exceptional Child. 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, how to recognize elements of an effective school, and the role of the social worker in a variety of public school settings. The course on exceptional children examines the range of disabilities that impact children in educational settings, while addressing the characteristics of those disabilities, the struggles children face as a result of them and the provision of services related to advancing success in school for children with such disabilities.

In addition to the two required courses above, students select one of the following courses: 40732 Advanced Practice in Schools; 44800 Urban Adolescents in Their Families, Communities, and Schools: Issues for Research and Policy; 47222 Promoting the Social and Academic Development of Children in Urban Environments; or 61500 Urban Education and Educational Policy. Students interested in applying to the School Social Work program need to pass the Test of Academic Proficiency (TAP) administered by the ISBE or present evidence of qualifying scores on the ACT or SAT tests, including writing subtests, before being accepted into the School Social Work Program of Study. For more information regarding testing requirements please see <http://www.isbe.net/licensure/html/testing.htm>. Once accepted into the program, but prior to completing their studies, students must also take and pass the School Social Worker Content Area Exam, also administered by ISBE.

### **Community Schools Program**

The Community Schools program (<http://ssa.uchicago.edu/community-schools>) prepares social workers for new roles in schools. Community school leaders work on many levels within a school, developing effective after school and youth development programs, fostering effective school-community partnerships, and developing effective school communities that promote the physical and mental health, emotional and social development, and educational development of youth. The Community Schools program builds on and links to our programs in community development and family support, but adds a substantive focus on education.

Students interested in community schools take the social administration concentration and have a second year placement in a community school or

agency. In addition, they are required to take 41600 Public School Systems and Service Populations and two of the following courses: 44800 Urban Adolescents in their Families, Communities and Schools: Issues for Research and Policy, 47222 Promoting the Social and Academic Development of Children in Urban Environments, or 61500 Urban Education and Educational Policy. In addition, students are encouraged to select from a range of courses in community development, management, family support, and treatment of children and adolescents.

### **Violence Prevention**

While the social work profession, as well as allied professions, have traditionally responded to interpersonal violence after the fact, violence prevention continues to grow rapidly as a discernible and distinct set of programs and intervention strategies, and as a field with developing policy initiatives and implications. The field of violence prevention therefore increasingly requires professionals with the intellectual and skill set training to address the problem of interpersonal violence proactively and strategically.

Students interested in the Violence Prevention Program (<http://ssa.uchicago.edu/violence-prevention>) can take the clinical or social administration concentration. They will have a second year placement focused on violence prevention and will take Seminar in Violence Prevention (61100). In addition, students will take a relevant elective from the following list: Clinical Treatment of Abusive Family Systems (41700), Introduction to Trauma Informed Practice (42212), Child and Adolescent Trauma (60800), or Crime Prevention (63200). Students can also select an elective from other parts of the University.

## OTHER ENROLLMENT OPTIONS

### Extended Evening Program

The School of Social Service Administration offers a three-year Extended Evening Program (EEP) (<http://ssa.uchicago.edu/extended-evening-program>) to meet the educational needs of working adults. The program 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 fieldwork as the Full-time Program.

Required courses are scheduled from 5:30 to 8:20 p.m., two evenings a week. 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 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. First-year students are required to complete 400 hours. Students are in the field for one full day or two half days per week (Monday-Friday) consecutively for 12 months. All students must successfully

complete the Core field placement requirement before registering for Winter quarter of their second year.

The second field placement is compatible with the student's advanced academic concentration. Students in the clinical practicum complete 720 hours, which requires a commitment of 9 hours per week in field. Students in the social administration concentration complete a minimum of 576 hours in field. Social Administration students are in placement one full or two half days each week. Advanced placement typically begins in October of the second year, continues through the summer, and concludes at the end of the third academic year. 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. The School will consider placing students in their agency of employment for first year Core or second year Concentration field placements provided certain safeguards can be established to ensure that the educational quality of the experience is not compromised.

Increasing numbers of field placements require background checks, proof of immunizations, and/or drug testing prior to beginning work at the agency. The Field Education Office informs students of these requirements before beginning the practicum.

Financial aid and student loans are available for part-time study based on a combination of merit and need. Please review the Tuition, Fees and Financial Aid section (p. 46).

### Part-time Day Program

Students in the Part-time Day Program (<http://ssa.uchicago.edu/part-time-day-program>) take two courses each quarter over three years. Core courses are completed during the first year, except for the Core practice course which is postponed until the second year along with the first field placement. Students in the Part-time Day Program complete two field placements on the same schedule as full-time students over a two-year academic calendar, which for these part-time students, are in years two and three.

### 15-Month Accelerated Program

The 15-month program (<http://ssa.uchicago.edu/15-month-accelerated-program>) is designed for exceptional students who have graduated from an accredited baccalaureate social work program within the past five years. Enrollment in the Accelerated Master's Degree Program begins in Spring quarter. Accelerated students register for four quarters of full-time study in their chosen concentration, which includes 12 advanced courses and 700 hours of field placement. Students will also have the opportunity to participate in SSA's advanced curricular options.

### AB/AM Program for Students in the College

Qualified University of Chicago College students who wish to pursue a joint AM degree in social work (<http://ssa.uchicago.edu/ab-am-program>) at the School of Social Service Administration should consult with the AB/AM advisor in the College

and with the Director of Admissions at SSA as soon as their second year, but no later than early in their third year. They are expected to have a GPA of 3.25 or higher, have completed their general education requirements, and have no more than two courses remaining in their College major by the end of their third year. Those two courses may be taken during the Autumn and Winter quarters of their fourth year and may be counted toward the College major with the approval of the director of undergraduate studies in their major.

AB/AM students take nine courses in their fourth College year: seven SSA Core courses and two electives. Students will also complete two field placements: one in the first year (College year four) and one in the second year of joint residence. The nine graduate-level courses together with fieldwork constitute a demanding curriculum; therefore students are encouraged to complete their AB projects before beginning their graduate coursework.

AB/AM students enter joint residence status during the three quarters prior to the anticipated date of College graduation, during which time they will be charged tuition at SSA's graduate rates.

### 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 (<http://ssa.uchicago.edu/joint-and-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 Booth School of Business, the Harris School of Public Policy, and the Divinity School. Dual degrees are also available between SSA and the Hyde Park Cluster of Theological Schools.

## DOCTORAL DEGREE PROGRAM

Since 1920, the University of Chicago School of Social Service Administration has provided training for those interested in pursuing an academic career in social work and social welfare. SSA's doctoral graduates are leaders in the field of social work and social welfare scholarship. The program is designed to deepen students' mastery of both social science 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 and interventions as well as those interested in understanding social problems and accompanying institutional and political responses. The diverse theoretical approaches of SSA's faculty make it uniquely positioned to support an interdisciplinary course of study.

## CURRICULUM

The Doctoral Program is flexibly structured so that students can pursue a curriculum matched to their individual interests. The curriculum is designed to ensure expertise in social science theory, research methods, and a substantive area of specialization. In consultation with a faculty advisor, each student develops a program of study that includes coursework, a qualifying examination, a pre-dissertation research project, and dissertation research. Doctoral students also have the opportunity to participate collaborate with faculty in their research and to serve as teaching assistants or instructors.

The School offers courses in quantitative and qualitative research methods. In addition courses explore the theoretical underpinnings of social work scholarship from a variety of disciplinary perspectives and levels of analysis, including economic and political processes, human service organizations, social structures and social inequality, communities, culture, life course development, and individual psychological change processes. 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. SSA students take courses in such departments as Anthropology, Economics, Human Development, Political Science and Sociology and in the professional schools of Business, Medicine, Law, and Public Policy. The Traveling Scholar Program enables doctoral-level students to take advantage of educational opportunities at other CIC universities (<http://www.cic.net/>) without change in registration or increase in tuition.

## COMBINED PHD/AM

The School has a combined PhD/AM program for a small number of students admitted into the doctoral program who do not already have a master's in social work or related field but who have demonstrated an exceptional commitment to interventions with vulnerable populations or social welfare policy research. Most students admitted into the doctoral program already have a master's degree in social work. The PhD/AM program has blended requirements that allow some doctoral courses to be applied toward the master's degree. Participation in the combined program typically adds a year to the length of doctoral studies, and includes a field placement.

## SUPPORTS FOR STUDENTS

Students in the doctoral program receive a stipend and full tuition and fees for up to 5 years. All admitted students are eligible to receive an \$23,000 stipend each year in years 1 to 5. To qualify for this financial aid, students must:

1. maintain satisfactory progress, **AND**
2. limit any outside, paid employment to 15 hours a week.

In addition, students with stipends in their first and second year will be expected to work as a research assistant with an SSA faculty member for 10 to 12 hours a week; students in years 3, 4, and 5 can fulfill this work requirement through teaching and/or research. The School pays 82% of tuition during years 6 through 10.

Students may also apply for three years of summer support (for \$3,000 per summer), contingent on student submission of a summer workplan to pursue continued doctoral study activity.

To help ensure that they get the support needed to develop a customized program of study, all students work closely with an advisor. Students meet with advisors when selecting courses, but also once a year to complete a “self-assessment” in which they jointly review their program 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.

Stipend support is provided to allow students to concentrate their time and energy on fulfilling the requirements of the program. To maximally benefit from the scholarly resources at the University and maintain satisfactory progress in the program (see timeline), the School strongly encourages students not to accept outside employment in their first year of study and to limit their employment to relevant teaching and research jobs in subsequent years.

## REQUIREMENTS FOR THE PHD DEGREE

Students will take a minimum of 15 courses. At least 5 classes will be in research methods. At least 3 courses must be taken in other departments or professional schools. It is expected that these 3 courses will be in a single discipline. Courses in research or statistical methods do not fulfill this requirement. Students must maintain a satisfactory level of academic performance in meeting these course requirements.

Students are required to complete a pre-dissertation research project during their first two years of study. This project should be an empirical report, a critical analysis of the literature, or a theoretical piece, written while a doctoral student, that has been submitted for publication in a journal or book. Most commonly, pre-dissertation projects will grow out of research assistantships at SSA or elsewhere at the University of Chicago or from papers initially written by students as course requirements, but further developed to be suitable for submission for publication, usually under the guidance of the instructor from the class. Manuscripts may be co-authored with faculty or others, but if the student is not the first author, the first author needs to attest to the student’s role in preparing the manuscript.

Students must pass a qualifying examination that assesses their understanding of the history and philosophy of social work as well as their understanding of core literatures in 2 of 8 conceptual domains that inform direct practice, policy, or organizational research. The examination process includes a take-home, open-book examination completed during a 1-week period at the end of the summer following the students’ second year. It also includes a short (15 page) paper that the student completes during that summer, with input from a 2-person faculty committee established by the student. The examination is based on reading lists developed by the faculty; individual students develop a brief supplemental reading list that they can also draw on in their short paper. The reading lists for the qualifying examination overlap with reading lists for courses offered at SSA.

Finally, students are required to successfully complete a dissertation research project. 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 are reminded that many schools of social work require faculty to have a master’s degree in social work. The School has blended requirements so that students who enter without an MSW or equivalent degree can complete the master’s degree in the course of completing the doctoral program via the PhD/AM Program.

**TIMELINE**

Because the time needed to complete the dissertation varies widely, the time required for completion of the doctoral program also varies. In general, students take from four to five years to complete all requirements. The table below outlines the suggested plan for progress in the program:

**TIMELINE FOR COMPLETION OF PROGRAM REQUIREMENTS**

<b>Requirements</b>	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>	<b>Fourth Year and Beyond</b>
Coursework	Courses to meet degree requirements	Courses to meet degree requirements	Complete courses needed for dissertation project	
Qualifying Exam			Completed by beginning of year	
Dissertation	Pre-dissertation research	Pre-dissertation research	Dissertation proposal	Dissertation data collection, analysis, writing, and defense
Assistantships	Research assistantship	Research assistantship	Teaching assistantship	Teaching assistantship



# ADMISSION REQUIREMENTS

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Enrollment in the School of Social Service Administration 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 that the School provides. The committee considers all evidence that may indicate academic and professional promise. Crucial factors in the admissions decision include: special distinction in undergraduate work, volunteer or work experience in the field of social welfare, letters of recommendation, the candidate's written statement, and outstanding achievements. In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees and applicants for admission or employment, and those seeking access to programs, on the basis of individual merit. The University, therefore, does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, disability, veteran status, or other protected classes under the law. The University's policy is consistent with federal, state, and local regulations governing non-discrimination and unlawful harassment including, but not limited to: the Age Discrimination in Employment Act of 1967 (as amended), the Americans with Disabilities Act (as amended), the Civil Rights Acts of 1964 and 1991, Executive Order 11246, the Equal Pay Act of 1963 (as amended), the Rehabilitation Act of 1973 (as amended), Title IX of the Education Amendments of 1972 (as amended), the Genetic Information Nondiscrimination Act of 2008, the Lilly Ledbetter Fair Pay Act of 2009, the Illinois Human Rights Act, the City of Chicago Human Rights Ordinance, and the Cook County Human Rights Ordinance.

The University's Title IX Coordinator is:

Aneesah Ali  
Associate Provost and Affirmative Action Officer  
Admin 510  
aali@uchicago.edu  
773.702.5671

The Title IX Coordinator for Students is:

Belinda Cortez Vazquez  
Associate Dean of Students in the University for Student Affairs  
Admin 212  
belinda@uchicago.edu  
773.834.9710

## ACADEMIC REQUIREMENTS FOR ADMISSION

### MASTER OF ARTS

The academic requirement for admission is a bachelor's degree with a liberal arts background. It is expected that the quality of the 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, an applicant with a low undergraduate grade-point average may wish to submit GRE Aptitude Test scores as a possible means of strengthening the application.

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 with a strong 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 U.S. 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. At the beginning of the academic year, all incoming students are required to take a research exam. A student's score on the exam will determine the level of the first-year research course.

Enrollment in the School is limited each year, and applicants are advised that the committee on admissions selects only those applicants who, in its judgment, appear best qualified and capable of using the resources that 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 candidate's statement, and outstanding achievements.

### Transfer Students

The transfer student who has completed a first-year program and a field placement (480 hours) in another accredited school of social work within the past three years is generally eligible 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 must apply online for admission (documents include candidate's statement, three letters of recommendation, comprehensive résumé, transcripts and application fee). Transfer students must include with their application an addendum explaining their reason for transferring to the SSA program from their current social work program. For transfer students and applicants to the 15-Month Accelerated Program, one reference letter must be from a current or recent practice professor or field instructor who can evaluate the applicant's performance in field placement or submit a final field evaluation.

Transfer students must also submit a catalog from the school of social work in which their first-year program was completed. The application deadline for all transfer students is January 15.

### Returning Students

Individuals wishing to return to the School after being out of residence must reapply for admission. Returning students and candidates who have applied previously must submit the following:

1. *Candidate Statement*: Returning master's degree students, applicants who were admitted within the last three years but did not matriculate, or applicants who reapply will need to submit a new application online. They should also prepare a candidate statement to the admissions committee updating the previous statement and describing interim social work education, experience or activities.
2. *Letters of Recommendation*: You will need to submit two additional letters of recommendation.
3. *Transcripts*: Transcripts should be ordered and submitted online of any subsequent courses taken elsewhere.
4. *Fee*: You will not be charged another application fee.

Students absent from the program for five or more years will be required to repeat all coursework 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, other evidence of superior achievement and interest in pursuing an academic appointment.

With the exception of applicants seeking admission to the combined PhD/AM Program, applicants to the PhD Program must have completed a master's degree in social work or a related field prior to beginning advanced study. Applicants without a master's degree can apply to our combined PhD/AM Program. Applicants who wish upon graduation to seek faculty positions 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

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 service 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. Applicants whose native language is not English are required to take an English language proficiency examination. The minimum required score for the TOEFL is 104 overall (IBT) with a sub score of 26 in each category. The minimum required score for the IELTS is 7 overall, with sub scores of 7 in each category. Check the TOEFL and IELTS sites for more information about the test. 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. The University of Chicago Institutional Code for TOEFL is 1832; the department code for SSA is 95.
3. The English language requirement may be waived if the applicant is a native of or studied in full-time status for at least one academic year within the last five years in the United States, the United Kingdom, Ireland, Australia, New Zealand or English medium universities in Canada or South Africa. Students who studied in English in other countries (e.g., India, Pakistan, the Phillipines, Hong Kong, Singapore) are not exempt from the English language requirement.

## INQUIRIES

All inquiries about admission or about the progress of a particular application should be addressed directly to:

Laura Chavez Hardy  
Director of Admissions  
The School of Social Service Administration  
The University of Chicago  
969 E. 60th St.  
Chicago, IL 60637  
773.702.1492  
admissions@ssa.uchicago.edu

## APPLICATION DATES AND DEADLINES

Students enter all programs in the Autumn quarter. The exception is the 15-Month Accelerated student who starts classes in the Spring quarter. Applications should be filed as early as possible to allow time for review. Only complete applications with transcripts and reference letters will be reviewed. Applications will be accepted and processed beginning Autumn quarter of the year preceding anticipated admission. Applications for admission to all Master's and Doctoral Programs are open and online on September 1.

Deadlines for the Master's Program are December 1 for an early admission decision by February 15 and January 15 for an admission decision by March 15;

the final application deadline for the Master's Program is April 1.\* It is strongly recommended that applicants meet one of the two earlier deadlines.

For the AB/AM Program, the application deadline is December 1 for an early admission decision by February 15 and January 15 for an admission decision by March 15; the final application deadline for the AB/AM Master's Program is April 1 of your third year in the University of Chicago College. It is strongly recommended that applicants meet one of the two earlier deadlines.

The application deadline for the Doctoral Program is December 15 for an admissions decision by March 1.

The application for admission to the 15-Month Accelerated Program is available over the summer. The deadline for the Accelerated Program is October 15 for an admission decision by December 15.

*\*Note that April 1 is past the priority deadline for applying for federal financial aid.*

## STEPS IN THE ADMISSION PROCESS

1. The online application is available at: <https://apply-ssa.uchicago.edu/apply/>. Returning master's degree students, or applicants who reapply, will need to submit a new application.
2. *Candidate Statement.* Applicants for the Master's Degree Program submit a statement addressing a social problem of importance to them and how a direct practice or policy intervention might provide a way to engage it, as well as specific short- and long-term goals and how a social work education at SSA provides a way of achieving those goals.
3. EEP applicants should further discuss how they will accommodate the additional demands of course and field responsibilities with their full-time employment.
4. Applicants re-applying to the Master's Degree Program should prepare a supplemental statement to the admissions committee updating the previous statement and describing interim social work education, experience or activities.
5. Doctoral degree applicants submit a statement describing study plans, career objectives and reasons for applying to the School. Doctoral applicants are also required to submit an academic writing sample of no more than 25 pages. Instructions for writing these statements are provided in the online application.
6. *Transcripts.* Transcripts are required from every institution where an applicant has taken three or more courses—unless these courses and grades appear on the home institution transcript; this includes courses taken Pass/Fail. Applicants may submit unofficial transcripts only if they are accompanied by institutional grading and credit system information, which are most commonly found on the reverse side of paper transcripts. If your institution does not provide digitized transcripts, applicants may upload scanned paper transcripts to the online application. Please make sure to include the reverse side with the grading and credit system information. Alternatively, applicants may

send paper transcripts to 969 E. 60th St., Chicago, IL 60637. If college work is incomplete at the time of application, a final transcript must be sent when final grades and degree conferral have been recorded.

7. Returning students and candidates who have applied previously should order transcripts of any subsequent courses taken elsewhere.
8. *Application fee.* Applicants pay the \$60 fee online at the time they submit the online application. This fee is not refundable.
9. *References.* Three letters of reference are required, two of which should address your academic ability. References should be qualified to discuss your aptitude for both graduate study and social work. No more than four letters of recommendation may be submitted. Applicants who have graduated within the last five years are encouraged to submit at least two academic references. Professional and academic references are strongly encouraged. Applicants who are or who have recently been employed should include at least one reference from an employment supervisor.
10. *GRE scores.* GRE scores are not required for application to the Master's Program but are required for application to the Doctoral Program. Applicants to the Doctoral Program are required to submit current (within five years) scores for the Graduate Record Examination (GRE). Official scores should be sent from the Educational Testing Service directly to the University; self-reported scores will not be accepted. The GRE school code is 1832, and the department code is 5001.
11. *Financial aid.* SSA offers full and partial tuition scholarships. Applicants applying for financial aid from the University must answer all financial aid questions on the online application. Applicants who are applying for student loans must file both a Free Application for Federal Student Aid (FAFSA) at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) (<http://www.fafsa.ed.gov>), and also the University's Application for Loans and Federal Assistance at [sla.uchicago.edu/](http://sla.uchicago.edu/).
12. *Admission decision.* There is an April 1 deadline for filing an application to the Master's Program and December 15 for the Doctoral Program. In the Master's Program, admissions decisions are made at three points in the application cycle. Admissions decisions for the Accelerated Program will be made by December 15. Admissions decisions for the Doctoral Program will be made by March 1.
13. *Admission deposit.* Applicants who are admitted to the School must confirm their acceptance by submitting both an acceptance form and a \$250 nonrefundable deposit to reserve their places in the School. This sum is credited toward Autumn quarter tuition.

#### SPECIAL PROCEDURES FOR INTERNATIONAL APPLICANTS

International applicants, whether attending a U.S. 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 \$60 in U.S. currency, by bank draft or postal money order. Personal checks are

acceptable only if written on a U.S. bank. This fee is an official requirement for admission, and international 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.* International applicants, once admitted, 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, will be approximately \$68,028 for one year of study. International applicants to the Master's Program will receive only nominal University gift aid. International applicants to the Doctoral Program are eligible for full University funding identical to their U.S. peers.
4. Applicants who need financial assistance are advised to explore possibilities in their home country and from U.S. government sources. Information about the latter may often be obtained from a U.S. consulate or information service office. The Institute of International Education also provides information about scholarship opportunities at <http://www.iie.org>.
5. 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.



# TUITION, FEES, AND FINANCIAL AID

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## ESTIMATE OF EXPENSES

Tuition for master's students and Ph.D. students in scholastic residence enrolled full-time in the program (three courses) during the 2014-15 academic year is \$42,477. An estimate of expenses a student in the full-time program will incur during the course of the school year (based on a nine-month budget with a modest standard of living) is as follows:

Activity	Fee
Tuition	\$42,477
Student Life Fee	\$1,041
One-time Lifetime Transcript Fee	\$60
University Student Health	
Basic Insurance Plan (student only)	\$3,162
Room and Board	\$13,590
Personal Expenses	\$2,880
Books & Supplies	\$1,770
Commuting to and from field placement only	\$2,892
<b>Total for a single student</b>	<b>\$67,872</b>

## SCHEDULE OF FEES

<http://bursar.uchicago.edu/tuition.html>

All payments of tuition and fees must be completed by the due date indicated on the bill from the Office of the Bursar. If a student has not paid any account in full that is due to the University by the end of the billing cycle, restriction of further privileges or services may follow. The fees listed here are for the 2014-15 academic year.

Activity	Fee
Application Fee (This fee must accompany the original online application for admission to the University. No part of this fee is either refunded or applied as an advance payment on other fees.)	\$75
Advance reservation deposit (credited to Autumn quarter tuition)	\$250
University Student Health Insurance Plan (U-SHIP) (per quarter for three quarters):	
Basic Plan (student only)	\$1,054

Basic Plan + 1 Dependent (spouse/ domestic partner/child)	\$2,832
Basic Plan + 2 or more Dependents (spouse/domestic partner/children)	\$4,353
Student Life Fee (each quarter)	\$347
Dependent Life Fee (assessed each quarter—a dependent spouse, domestic partner, or dependent child age 14 and older is insured through U-SHIP) per quarter	\$272
Tuition per quarter for Master's Program:	
Graduate program of three courses	\$14,159
EEP and part-time day program of two courses	\$10,122
One course	\$5,864
Tuition per quarter for Doctoral Program:	
Scholastic Residence	\$14,159
Advanced Residence	\$5,600
Special service fee:	
One-time Lifetime Transcript Fee	\$60
Late fees:	
Late payment of fees	\$100
Late registration	\$100
Change in registration (A fee is charged for each change in registration made by a student after the officially scheduled change period - fourth week of quarter- unless caused by the University).	\$50
Pro Forma status fee (per quarter)	\$315

*Students enrolled in a degree 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.*

*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.*

## FINANCIAL AID

### Master's Students

SSA awards 95% of our master's students with merit- and need-based tuition scholarships. Partial to full tuition scholarships are awarded. To be eligible for SSA scholarships, you must complete the SSA scholarship request that is part of the

application for admission. Returning students reapply for SSA scholarships each year with 99% receiving a renewal.

### **Doctoral Students**

Effective July 1, 2014, all admitted doctoral students are eligible to receive a scholarship that will cover all tuition and fees plus a \$23,000 stipend for up to 5 years. Students in years six and beyond will receive an 82 percent tuition benefit. Students may also apply for three years of summer support (for \$3,000 per summer), contingent on student submission of a summer workplan to pursue continued doctoral study activity.

In addition to institutional support, SSA doctoral students have been very successful in obtaining competitive fellowships, such as the CSWE Fellowships for Minority Students and NIH Dissertation awards. Through resources such as the Bernece Kern Simon Teaching Fellowship, SSA offers students training and teaching opportunities.

### **Application Process**

The majority of our master's students use federal financial aid in the form of student loans and work-study funds to bridge the gap between their SSA scholarship and the cost of attendance. SSA students work closely with the University's Student Loan Administration to facilitate the awarding of federal aid, including Perkins Loans, Stafford Loans, GradPLUS Loans and work-study.

To be eligible for federal financial aid, you must file a Free Application for Federal Student Aid (FAFSA) and a University of Chicago Application for Loans and Federal Assistance. The FAFSA should be completed as soon as possible after January 1.

For details, visit [fafsa.ed.gov](http://fafsa.ed.gov) (<http://www.fafsa.ed.gov>) and [sla.uchicago.edu](http://sla.uchicago.edu).

### **Awards Administered by Organizations and Agencies Outside the School**

Students may also supplement their SSA scholarship awards with private loans, grants and scholarships through state and private agencies, and part-time employment on or off campus. For more information about other forms of financial assistance, visit <http://ssa.uchicago.edu/additional-resources> and <http://www.uchicago.edu/jobs/>.

## **STUDENT LOANS**

### **Federal Stafford Loans**

The subsidy on the Stafford Loan has been eliminated for graduate and professional students, effective with enrollment periods beginning on or after July 1, 2012. If your enrollment at the University began after Summer quarter 2012, you may apply for up to \$20,500 in unsubsidized Stafford Loans.

The unsubsidized Federal Stafford Loan is not based on financial need. The borrower is responsible for the interest that accrues on the loan, even while enrolled in school. As of July 2, 2012, graduate and professional degree students may borrow up to \$20,500 per academic year in unsubsidized loans. The interest rate is fixed at

6.8%. No fees are charged for unsubsidized Federal Stafford Loans to borrowers who use the University of Chicago as their lender.

### **Federal Perkins Student Loans**

Federal 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 Federal Perkins Student Loans.

### **Federal Direct Graduate PLUS (GradPLUS) Loan**

Direct GradPLUS Loans have a fixed interest rate of 7.9%. Approval for a Federal Direct GradPLUS Loan is contingent upon your credit rating. If you have an adverse credit rating, your loan request may be denied. We recommend that you first apply for the Federal Direct Stafford Loans. If needed, apply for the Direct Graduate PLUS loan to supplement the difference between your cost of attendance and other assistance.

## **NAMED UNIVERSITY LOAN FUNDS**

The University has a number of endowed loan funds from which emergency, short-term or longer-term loans may be granted to full-time students. Some loans require a co-signer. 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 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.
- The Helen M. Crittenden Fund. Established in 1945 as a loan fund for the benefit of SSA students.
- The Phil Hovda Emergency Student Loan Fund. Established in 1994 from gifts of over 200 alumni, these loan funds are given in the name of SSA's former Dean of Students and alumnus of the class of 1971 upon his retirement after 20 years of service.
- Leila Houghteling Memorial Fund. Established in 1933 as a loan fund for the benefit of SSA 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 Nolan P. Jacobson Loan Fund. Established by Raphael D. Atlas, AM '50, in honor of a former professor, Nolan P. Jacobson, who graduated from the University of Chicago Divinity School.
- The Rhoda Sarnat Student Loan Fund. This fund honors a distinguished graduate of the Class of 1939.
- The George and Agnes Schael Loan Fund. Established in 1982 by George Schael in honor of his late wife, Agnes, EX '35.

- The SSA Alumni Loan Fund. Established in 1935 as a loan fund for the benefit of SSA students.
- The Willa Webber Lee Student Loan Fund. Established for a distinguished alumna from the Class of 1945.
- The Jeanne F. Westheimer Loan Fund. Established by Jeanne Westheimer, AM '40, as a loan fund for the benefit of SSA students.
- The Stanley Bliss Hospital Administration Fund, the Clay Hospital Administration Fund, the George Gund Foundation, the Kellogg Foundation Hospital Administration Fund and the Rebecca Schneiderman Memorial Fund are available to SSA students who are in the GPHAP program.

*Note: Regulations governing student loan programs have varied significantly in recent years. Current information regarding terms, repayment and eligibility may be obtained from University Student Loan Administration, The University of Chicago, 970 E. 58th St., Room 411, Chicago, IL 60637, 773.702.6061.*



# RESOURCES AND SERVICES

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## SSA RESOURCES

### FACILITIES

#### LIBRARY

The SSA library located on the School's first floor is one of SSA's outstanding educational resources. The library's collection covers all aspects of social services and social work, as well as related material from other disciplines. It contains more than 33,000 volumes, including serials, journals and reference works. The library has a large collection of e-resources, microfilms, pamphlets and publications of governmental and voluntary agencies. Online catalog and computer workstations to access electronic information sources are also available. Reserve readings for 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, comprising the main Joseph Regenstein Library and several departmental libraries, including the John Crerar Science Library and the D'Angelo Law Library.

#### SSA CAFE

<http://dining.uchicago.edu/>

SSA has a Cafe that is open to the public and offers a limited selection of pre-prepared foods, various types of snacks and a selection of coffee, tea and other beverages. Hours vary during the school year to accommodate both students who are taking day classes and students who are taking evening classes. The Cafe is closed during breaks and the summer.

Students may use their UChicago Card to pay for meals in most campus dining locations, including all cafes and campus markets. Credit cards and cash are also accepted at all locations. For more information about how to use and load the UChicago Card, visit <https://itservices.uchicago.edu/services/uchicagocard/about/>.

#### COMPUTER LABORATORY

SSA provides a computer laboratory that is equipped with 22 PC-compatible 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 36 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 highspeed connections to the Internet for browsing and email services. Students also have access to the Wireless internet that is available

throughout the SSA building for use with their personal laptops. 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 the labs for statistical analysis for quantitative research courses. All students make use of the lab at one time or another during their time at SSA, for either required coursework or personal research. Each student, therefore, is also provided with a limited amount of password-protected storage for his or her own use while attending SSA. In addition, students are able to print coursework and other pages for free, up to a set amount each year. 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 computing University resources are also available throughout the campus, including the Crerar Library Cyber-Cafe and Regenstein Library computing lab.

## SERVICES

### 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 generally 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 web page (<http://www.ssa.uchicago.edu/dean-students>) provides information regarding financial concerns, special programs or special needs.

### CAREER SERVICES

(<http://www.ssa.uchicago.edu/career-services>)

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

Quarterly workshops 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 1,000 recent SSA graduates who have volunteered to be resources by offering advice and guidance to 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, as well as to offer advice to graduating students. Alumni and students also participate in a shadow program during the summer to provide one-on-one direct workplace experiences.

In order to better inform SSA students about potential career paths, the Office of Career Services sponsors an Employer Information Session series throughout the academic year. Employers representing the broad spectrum of post-graduate opportunities will join students at SSA for informal information sessions detailing

the nature of the work performed by their organizations, how they may best fit SSA graduates and what the organizations are seeking in successful candidate applications, as well as application information and contacts. Some of these employers will also conduct onsite interviews at SSA and subsequently hire graduating students.

Throughout the academic year, Career Services will also alert students to several summer, year-long and post-master's internship and fellowship opportunities. In addition, we will host several information sessions with representatives of these organizations along with SSA alumni who have been past recipients of these internships and fellowships.

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

## PROFESSIONAL DEVELOPMENT PROGRAM

The Professional Development Program (PDP) at the University of Chicago School of Social Service Administration is distinguished by its quality instruction and substantive exploration of clinical and management practice issues. Grounded in the dynamic interplay of theory, research, and practice, PDP workshops, review courses, and advanced clinical practice programs are intended to inform participants and also to challenge them to integrate new learning into their daily practice. SSA faculty, as well as distinguished guest scholars and practitioners, teach PDP offerings.

The program is designed primarily for licensed social workers and other human service professionals. Students at the School of Social Service Administration are welcome to attend PDP workshops and are provided a 50% discount. However, it is understood that students' main responsibilities are to their studies and field placement obligations. PDP events should be viewed as a supplementary offering to students' academic experiences and as a resource throughout their professional careers.

Continuing education credit is available to meet state licensing requirements and to give recognition of personal initiative and growth. For information about upcoming programs, instructors, and tuition, please visit our website: <http://ssa.uchicago.edu/professional-development>.

## U-PASS

The School of Social Service Administration gives all full-time master's and doctoral students a Chicago Transit Authority (CTA) U-Pass. The U-Pass program allows cardholders unlimited rides on CTA trains and buses during the academic year. Students will be assessed a \$100/quarter fee for U-Pass privileges. Due to CTA guidelines, part-time students are currently ineligible for the U-Pass program.

## ORGANIZATIONS

### **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 the SSA Student Government Association, and all registered doctoral students are members of the SSA Doctoral Student Association. Listed below are the student associations currently active within the School. Please visit [www.ssa.uchicago.edu/clubs-organizations](http://www.ssa.uchicago.edu/clubs-organizations) for descriptions of the student associations.

#### *Advocates' Forum*

African American Student Association

Colleges Aligned Against Sexual Exploitation

Community and Economic Development Organization (CEDO)

Disability Student Association

Doctoral Student Association

The Elephant (Diversity Organization)

Feminist Student Association

International Social Welfare Student Association

Latino Student Association

OUTreach: LGBTQ and Allied Social Workers

Pan Asian Student Association

Student Advocate for Veterans Association (SAVA)

Student Alliance for Mental Health and Wellness

Student Alumni Representatives

Student Government Association at SSA

### **The Alumni Association**

Established in 1929, SSA's Alumni Association (<http://www.ssa.uchicago.edu/alumni-association>) strengthens and maintains links between the School and its more than 8,000 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 that engage its members with the School and that contribute to individual and institutional advancement. The 2014-15 faculty liaison is Assistant Professor Alida Bouris (<http://ssascholars.uchicago.edu/a-bouris>) and the student liaison is Kailey Mullins, AM '15.

#### *2014-15 SSA Alumni Board of Directors*

Jacob Dancer III, AB '89, AM '04, President

Monico Whittington-Eskridge, AB '92, AM '96, Vice President

Patricia Molloy, AB '05, AM '09, Secretary

Samatha Aigner-Treworgy, AM '10, MPP '10

Jarred Anthony Butto, AM '07  
 Mary P. Byrne, PhD, AM '77  
 Julie Donahue, AM '07  
 G. Peter Gaumont, AM '93  
 Patricia Giffin Hanberry, AM '75  
 Ashley Jackson, AM '11  
 Marshall Jacobson, AM '65  
 Loretta Maestranzi, AM '14  
 Valerie McDaniels, AM '97  
 Wesley Mukoyama, AM '72  
 Jonathan Sanchez-Leos, AB '06, AM '11  
 Charles Scurr, AM '75  
 Alison Weston, AM '08

## PUBLICATIONS

### *Advocates' Forum*

The University of Chicago School of Social Service Administration *Advocates* (<http://www.ssa.uchicago.edu/advocates-forum-student-journal>) *Forum* (<http://www.ssa.uchicago.edu/advocates-forum-student-journal>) is one of only a few student-run social work journals in the country. It provides SSA students with an opportunity to express their scholarly interests through carefully written and researched articles on innovative topics in the field of social service. *Advocates' Forum* welcomes articles in all areas of social work, including clinical practice, administration and current social welfare policy. The journal represents the tradition of academic excellence.

The goal of this publication is to inform social workers in all areas of practice of the administrative and clinical interests of master's students. The journal also supports SSA students in communicating effectively and participating in the valuable exchange among students and professionals in the field. Associate Professor Virginia Parks (<http://ssascholars.uchicago.edu/v-parks>) is the faculty adviser.

### *SSA Magazine and newsletter*

*SSA Magazine* (<http://www.ssa.uchicago.edu/ssa-magazine>) features articles of interest to professionals in the social work and social welfare policy fields. The magazine primarily focuses on the research of SSA faculty and the accomplishments of SSA alumni. It is published twice a year and is mailed to alumni, donors, foundations, friends of the School, students, faculty and staff. During the academic year, a monthly newsletter (<https://ssa.uchicago.edu/meSSAges>), "*meSSAges*" complements the magazine and includes information such as events and media placements. It is emailed to the SSA community and various external audiences.

### *Social Service Review*

Founded in 1927, *Social Service Review* is committed to examining social welfare policy and practice and evaluating its effects. Providing multidisciplinary analyses of current policies and past practices in the United States and elsewhere, *SSR* publishes critical research from social welfare scholars and practitioners, as well

as from experts in other fields. Articles include a wide array of topics such as child welfare, health care, social welfare policy, homelessness, the organization of services and communities, clinical practice and juvenile delinquency. In addition to thought-provoking essays, *SSR* provides book reviews to keep readers informed of current critical research.

The University of Chicago Press offers subscriptions at reduced rates for SSA students and alumni. *Social Service Review* is edited by Associate Professor Susan Lambert (<http://ssascholars.uchicago.edu/s-lambert>) and the faculty of the School of Social Service Administration. The journal is available at <http://www.journals.uchicago.edu/toc/ssr/current>.

## RESEARCH CENTERS

### **Center for Health Administration Studies**

The **Center for Health Administration Studies (CHAS)** focuses on health services and health policy research with a particular emphasis on policy and services for disadvantaged and vulnerable populations. The Center focuses on interdisciplinary and translational research that integrates health and social service delivery that contributes directly to improved population health. CHAS is an endowed University of Chicago center established in 1962 to promote active interdisciplinary collaboration among scientists both within the University of Chicago and among national and international networks of health services and policy researchers.

The Center also supports an innovative health policy and research training program for graduate professional students at the University of Chicago, the Graduate Program in Health Administration and Policy (<http://www.ssa.uchicago.edu/gphap>) (GPHAP). GPHAP is unique among health administration programs in the United States. GPHAP allows students to earn either a Certificate in Health Administration and Policy (<http://www.ssa.uchicago.edu/gphap-program-requirements>) or a Certificate in Health Administration and Policy with a Concentration in Global Health (<http://www.ssa.uchicago.edu/global-health-certificate-program>), while earning a degree in one of the participating graduate schools on campus: the Booth School of Business (<http://www.chicagobooth.edu>), the Harris School of Public Policy (<http://harrisschool.uchicago.edu>), the Law School (<http://law.uchicago.edu>), the Pritzker School of Medicine (<http://pritzker.uchicago.edu>) and the School of Social Service Administration (<http://www.ssa.uchicago.edu>).

The Center is located within the University of Chicago School for Social Service Administration (<http://www.ssa.uchicago.edu>) (SSA). CHAS was established at the University of Chicago in 1962 and celebrated its fiftieth anniversary in 2013.

### **Chapin Hall at the University of Chicago**

SSA partners with **Chapin Hall at the University of Chicago**, an independent entity. Chapin Hall has, since its inception in 1985 as a research and policy center, focused on a mission of improving the well-being of children and youth, families, and their communities. This mission is achieved through policy research—by developing and testing new ideas, generating and analyzing information, and examining policies, programs, and practices across a wide range of service systems

and organizations. Chapin Hall's researchers meet regularly with policy makers, agency directors, philanthropic organizations, and community groups to ensure that important findings are placed directly in the hands of those who can best use them.

A number of faculty members from the School of Social Service Administration are partners with Chapin Hall and direct research under its auspices. SSA doctoral and master's-level students form an integral part of many Chapin Hall research teams and are active participants in seminars and discussions. Please refer to the Chapin Hall website for more information about the organization's research, publications, and conferences: <http://www.chapinhall.org/>.

### **Chicago Center for Youth Violence Prevention (CCYVP)**

**The Chicago Center for Youth Violence Prevention (CCYVP)** brings together researchers, community representatives, practitioners, and policy makers committed to understanding and reducing youth violence in poor, inner-city communities in Chicago—communities with some of the highest rates of youth violence in the country. The core work of the center is guided by the perspective that the most effective way to combat youth violence is to coordinate empirical "pre-intervention" work designed to understand the risk and development of such violence and to rigorously evaluate preventive interventions conducted both under tightly controlled conditions (i.e., randomized control efficacy trials) and in real-world settings (i.e., effectiveness trials). Central to the work of CCYVP is gaining an understanding of the characteristics of communities and neighborhoods that serve as risk and protective factors for youth development. This knowledge helps to identify ways to reduce the risk of youth violence and develop effective interventions.

CCYVP's primary aims are to build an integrative approach to address youth violence within specific communities in Chicago. The center will address these issues across developmental periods and with children and families with different levels of risk and involvement in youth violence; promote the use of evidence-based practice to reduce youth violence; develop a comprehensive surveillance system to guide intervention activities and to evaluate changes in youth violence in communities and neighborhoods; provide training and technical assistance to support schools and community agencies in selecting, implementing, and evaluating youth violence prevention programs; train new investigators in context-based prevention science; and disseminate empirical findings regionally and nationally.

### **Crime Lab**

**The University of Chicago Crime Lab** seeks to improve our understanding of how to reduce crime and violence by helping government agencies and non-profit organizations rigorously evaluate new pilot programs. The Crime Lab, which began in April 2008 in partnership with the City of Chicago, and its work has been made possible by generous seed funding from the Joyce Foundation, the University of Chicago Office of the Provost and the School of Social Service Administration through the Center for Health Administration Studies.

### **Interdisciplinary Scholar Networks**

SSA launched the **Interdisciplinary Scholar Network** initiative to bring together scholars across disciplinary and professional lines, as well as to generate innovative and more comprehensive knowledge aimed at addressing some of society's most intractable social problems. Two networks have been established:

- The Employment Instability, Family Well-being and Social Policy Network (<http://ssascholars.uchicago.edu/einet>) (EINet): This research network will enhance the capacity of the field to study employment instability at the lower end of the labor market and to develop and evaluate interventions aimed at reducing employment instability and its effects on children and families.
- The STI and HIV Intervention Network (<http://ssascholars.uchicago.edu/shine>) (SHINE): This network conducts research on the biological, behavioral, and structural factors that heighten vulnerability to sexually transmitted infections and HIV among ethnic minority communities in the United States. SHINE will develop and evaluate interventions to alleviate existing STI/HIV disparities.



# COURSES OF INSTRUCTION

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THIS LIST IS CORRECT AS OF SEPTEMBER 1, 2014. FOR THE MOST CURRENT AND SEARCHABLE CATALOG OF ALL SSA COURSES, PLEASE VISIT: [HTTP://WWW.SSA.UCHICAGO.EDU/COURSE-CATALOG](http://www.ssa.uchicago.edu/course-catalog)

## MASTER'S LEVEL COURSES

### *30000. Social Intervention: Programs and Policies I, II*

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 develop competencies 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.

I. C. Barnes (<http://ssa.uchicago.edu/Carolyn-Barnes>), M. Courtney (<http://ssascholars.uchicago.edu/m-courtney>), W. Johnson (<http://ssascholars.uchicago.edu/w-johnson>), H. Pollack (<http://ssascholars.uchicago.edu/h-pollack>), E. Waxman (<http://www.ssa.uchicago.edu/elaine-waxman>), M. Ybarra (<http://ssascholars.uchicago.edu/m-ybarra>)

II. E. S. Carr (<http://ssascholars.uchicago.edu/e-carr>), J. Darrow (<http://ssa.uchicago.edu/Jessica-Darrow>), S. Mosley (<http://ssascholars.uchicago.edu/j-mosley>), V. Parks (<http://ssascholars.uchicago.edu/v-parks>), M. Ybarra (<http://ssascholars.uchicago.edu/m-ybarra>)

### *30100. Social Intervention: Direct Practice I, II*

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 and develop competencies related to this area of practice. Complementing 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.

B. Borden (<http://ssascholars.uchicago.edu/w-borden>), A. Bouris (<http://ssascholars.uchicago.edu/a-bouris>), B. Jacob (<http://ssa.uchicago.edu/beth-anne-jacob>), C. McMillen (<http://ssascholars.uchicago.edu/c-mcmillen>), J. McVicker

(<http://ssa.uchicago.edu/Jason-McVicker>), S. Parikh (<http://ssa.uchicago.edu/Shipra-Parikh>), D. Voisin (<http://ssascholars.uchicago.edu/d-voisin>)

**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.

*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 take an exam. Passing the exam would qualify them to take 44501, 44505, or 48500 in the first year. Enrollment is limited to SSA students only.

J. Darrow (<http://ssa.uchicago.edu/Jessica-Darrow>), E. Frank-Miller (<http://www.ssa.uchicago.edu/ellen-frank-miller>), J. Henly (<http://ssascholars.uchicago.edu/j-henly>), S. Parikh (<http://ssa.uchicago.edu/shipra-parikh>)

*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. Enrollment is limited to SSA students only.

J. Flom (<http://ssa.uchicago.edu/joanne-flom>), M. Kristovic (<http://ssa.uchicago.edu/michael-kristovic-0>), A. McCourt (<http://ssa.uchicago.edu/alexandra-jane-mccourt>), S. Parikh (<http://ssa.uchicago.edu/shipra-parikh>)

*40000. Clinical Intervention in Substance Abuse*

This course is an introduction to the problem and some of the major methods of substance abuse intervention with adults. Students are introduced to the basic issues in substance use through readings, lectures, class assignments, and in-class activities. While pharmacotherapy will be addressed, the primary focus is on verbal interventions with empirical support. Participants will become familiar with classification and diagnosis of DSM-5 Substance Related Disorders, and the pharmacology of non-medical drugs. They will be introduced to methods of screening and evaluation of substance use, engaging individuals in

treatment, brief treatment interventions that can be used in a variety of settings, individual and group approaches, and relapse prevention. Participants will be provided an overview of the treatment needs of special populations, such as older adults, individuals with co-morbid mental illness, and women. Finally, students participating in this course will take a day-long workshop in motivational interviewing.

S. McCracken (<http://ssascholars.uchicago.edu/s-mccracken>)

*40212. Couples Therapy*

This course is designed to: 1) familiarize the student with the issues commonly encountered in couples therapy, 2) familiarize the student with the array of major approaches to treating couples, and 3) ground the student in one particular model of treatment. The first half of the course will examine: 1) the most common couples issues, 2) the major approaches to couples treatment, and 3) the research on couples and their treatment. The most commonly occurring couples issues will be examined within the framework of a couples lifecycle perspective. Students will review the major models of couples therapy, including Cognitive Behavioral Couples Therapy, Object Relations Couples Therapy, Narrative Therapy, Emotionally Focused Couples Therapy, the differentiation model, and short-term solution oriented approaches. The research component will focus primarily on the work of John Gottman. The remainder of the course will focus on one particular model of couples treatment, the Emotional Safety model. Students will learn the theoretical foundation of the model in modern affect theory and will explore application of the model through role-playing and other in-class exercises. The goal of the course is to have both a strong conceptual framework and a beginning repertoire of clinical skills for treating couples.

P. Carroll (<http://ssa.uchicago.edu/pam-carroll>), D. Catherall (<http://ssa.uchicago.edu/donald-catherall>)

*40403. Fundamentals of Behavioral Therapy: Contemporary Approaches*

Many persons seeking treatment present with problems more extreme than individuals described as the “worried well,” yet they do not display the symptom profile of persons diagnosed with a “severe mental illness.” Typically, these individuals experience chronic distress; they present with impulsive coping styles, chaotic relationships, and affective dysregulation. Psychotherapy for persons presenting with chronic distress presents 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 client and therapist. Traditionally, focus on the therapeutic relationship has been the purview of experiential and psychodynamic therapies. However, in the past ten years, three behavioral models of psychotherapy have been introduced that 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. In this class, participants will be introduced to a behavioral conceptualization of phenomena, such as emotion, memory, cognition, and beliefs. Discussion of these private behaviors will conclude in a presentation of a behavioral theory of the “sense of self.” For the remainder of the course, participants will revisit

these concepts as they apply to discussion of three influential behavioral therapies. First, participants will become acquainted with specific clinician behaviors that foster the curative role of the therapist as articulated in Functional Analytic Psychotherapy (FAP) developed by Robert Kohlenberg. Second, participants will discuss the role of verbal behavior in human suffering and the “recontextualization” of painful private experience presented in Acceptance and Commitment Therapy (ACT) developed by Steven Hayes. Finally, participants will be introduced to the therapeutic dialectic of acceptance and change as outlined in Dialectical Behavior Therapy (DBT) developed by Marsha Linehan. The goals of the course will be to briefly introduce participants to FAP and ACT and to provide an overview of the principles and strategies of DBT that explicitly address the diffuse, troubling experiences presented by most chronically distressed individuals.

J. Wickstrom (<http://ssa.uchicago.edu/jancey-wickstrom>)

*40404. Cognitive and Behavioral Approaches: Children and Families*

Behavioral and cognitive theories form the basis for many of today’s evidence-supported clinical interventions for children and families. This course helps students understand these theoretical bases and how they are applied in 1) parent-management training programs for children with behavioral problems, 2) interventions for children and youth who have experienced trauma, and 3) clinical approaches for youth with severe emotional dysregulation. The course prods students to think about what children and youth need from their environments in order to develop healthy thinking and behavior. The course also emphasizes the purposeful and necessary use of relationship in cognitive and behavioral practices in ways that demonstrate respect, challenge children and youths’ cognitions about themselves, and help children and youth approach new relationships in healthier ways. Within these larger intellectual contexts, the course explores the substantial cultural challenges of these approaches.

C. McMillen (<http://ssascholars.uchicago.edu/c-mcmillen>)

*40532 Motivational Interviewing*

Motivational Interviewing (MI) is an empirically supported way of being with clients in an empathic, open, non-judgmental, and collaborative manner. The clinician practicing MI helps those with whom they are working acknowledge and explore ambivalence in regards to behavior change. Furthermore, once a client decides to make (or not make) changes, the MI clinician collaborates in determining a course of action. MI, though simple at first glance, is complex and requires ongoing training and practice. This course is designed to provide students with an in-depth understanding of MI and how to practice it within various treatment settings. Through lectures, open discussions, readings, written assignments, and practice exercises, students will be able to gain insight, knowledge, and skills related to person-centered clinical practice, the human condition, and behavior change.

N. Turner (<http://www.ssa.uchicago.edu/Nicholas-Turner>)

*40732. Advanced Practice in Schools*

The school setting holds significant advantages for the social worker to provide services to children and adolescents. While some theoretical issues will be explored,

this course will focus on the everyday issues faced by the school social worker in order to develop the skills needed to become a competent practitioner. Attention will also be devoted to the roles of school social worker as mental health expert and leader of social and emotional development within the school community, the challenge of expanding traditional approaches to counseling in the school, and intervention with special populations. Class structure will include discussion, videos and presentation of case materials. NOTE: While SSAD 41600 Public School Systems and Service Populations and SSAD 43300 The Exceptional Child provide some theoretical underpinning for this course, they are not formal prerequisites for enrollment. This course is appropriate for students interested in working in an educational setting.

B. Donohue (<http://www.ssa.uchicago.edu/Binita-Donohue>)

*40800. Family Systems Approaches to Practice*

This course provides a systems-based conceptual and technical foundation for social work practice with families, considering multi-generational 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 diverse couples and families in a changing world. An overview of foundational models of family practice 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, family diversity, the role of culture and spirituality/belief systems in families, and disenfranchised/multi-stressed families. A broad range of practice issues and guidelines are illustrated with videotape and case examples.

J. Flom (<http://ssa.uchicago.edu/joanne-flom>), N. Lively (<http://ssa.uchicago.edu/Nikki-Lively>), G. Samuels (<http://ssascholars.uchicago.edu/g-samuels>)

*40922. Cognitive Behavioral Therapy: Theory and Practice*

Cognitive Behavioral Theory (CBT) is a major practice theory that integrates the theoretical perspectives and therapeutic techniques of Cognitive Theory and Behavioral Theory. As such, CBT focuses on changing cognitions, changing behavior and on supporting client’s to develop coping skills. This course is designed to provide students with a basic understanding of CBT and to assist students with implementing CBT perspectives and techniques in their own practice. Lectures and course readings will review different considerations and applications of CBT with children, adolescents, adults, and vulnerable populations. Through lectures, readings, and assignments, students will learn skills to conduct assessment, intervention, and evaluation of clients from a CBT perspective. The relationship between theory and practice is emphasized, as is the empirical evidence supporting

the use of CBT to effectively address a range of emotional and behavioral problems with diverse populations. Critiques of CBT will be discussed. Course assignments will emphasize the practical application of CBT techniques in practice. Students will be expected to implement CBT methods with a selected client and to record the therapeutic process. This course is for clinical students completing a concentration requirement.

A. Bouris (<http://ssascholars.uchicago.edu/a-bouris>), M. Yasui (<http://ssascholars.uchicago.edu/m-yasui>)

*41000. Psychodynamic Practice Methods I (Also HDCP 41250.)*

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, which is 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.

B. Borden (<http://ssascholars.uchicago.edu/w-borden>)

*41100. Psychodynamic Practice Methods II*

This course is designed to: 1) explain the underlying theory and resultant practice of psychoanalytic psychotherapy as a contextually-based activity that reflects definitions and roles of particular cultures, client needs and self-determination, and the socially sanctioned role of the therapist; 2) introduce students to the basic principles of psychoanalytic psychotherapy through a phenomenological or experience-based approach; and 3) highlight the role of the therapist in considerations of theory and practice. The latter focuses on students' fieldwork and related experiences. Following an introduction to psychoanalytic psychotherapy, the course examines the relational approach to psychodynamic practice, which highlights the clinician's willingness to examine his or her role in the therapy relationship and regards the client as a crucial teacher and guide in the process.

**Prerequisite:** SSAD 41000.

J. McVicker (<http://ssa.uchicago.edu/Jason-McVicker>)

*41500. The Practice of Group Work*

This course explores elements of group work practice in clinical and educational settings and includes experiential activities to build the group worker's skill/competence in leading groups. Students will participate in a brief, personal-growth small group to grasp important aspects related to becoming skilled group leaders. These aspects include: planning and preparing to lead the group; understanding leaders' roles and responsibilities; facilitating group dynamics to promote positive changes in participants; co-leading; designing group work curricula; and considering the ethical issues inherent in therapeutic group work.

B. Donohue (<http://ssa.uchicago.edu/binita-donohue>)

*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 working with parents and the community, crisis intervention, group treatment, child neglect and abuse identification and reporting, services to culturally and economically diverse populations, and current policy issues impacting K-12 education. The class format includes group discussions and relevant readings. **Prerequisite:** Enrollment limited to students working toward the Type 73 Certificate; consent of instructor required for students from other departments. (*Completion of course required for State School Social Work Certification.*)

L. Patrick (<http://www.ssa.uchicago.edu/lo-patrick>)

*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, 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, videotape example, and group discussion. The course includes a broad exploration of the following areas: child sexual abuse, spouse abuse, child physical abuse, eating disorders, and drug and alcohol substance abuse.

M. Barrett (<http://ssa.uchicago.edu/mary-jo-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 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.

H. Snyder (<http://ssa.uchicago.edu/Helene-m-Snyder>)

*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 include adolescent development, intergenerational relationships, gender, substance abuse, eating disorders, family violence, social victimization and cyber-bullying, and adolescent manifestations of mental health disorders. **Prerequisites:** A working knowledge of human development, systems theory, and ecological approaches to social work.

S. McCracken (<http://ssa.uchicago.edu/susan-mccracken>)

*42001. Substance Use Practice*

Social workers, regardless of their practice setting, frequently encounter individuals, families, and communities adversely affected by alcohol and other drug use. A 2002 survey of NASW members revealed that during the year prior to the survey 77% of members had taken one or more actions related to clients with substance use problems; these actions typically included screening, treatment, or referral. Especially relevant for social work practice is the understanding that substance use can be both adaptive and potentially maladaptive and that poverty, class, racism, social isolation, trauma, sex-based discrimination, and other social inequalities affect both people's vulnerability to and capacity for effectively dealing with substance use problems. This course will facilitate the development of attitudes, knowledge, and skills needed for effective clinical practice with substance users. The course will review the core concepts and essential features of substance use intervention including models for understanding substance use, the transtheoretical model of change, and countertransference. We will examine a range of contemporary approaches to substance use treatment including harm reduction, motivational interviewing, and relapse prevention, and review the literature related to the implementation of these practices in the field. Additionally we will consider several special topics related to the intersection of mental illness and substance use, trauma and substance use, spirituality, and working with families, LGBTQ individuals, women, and people with HIV. Students will be encouraged to draw on their direct practice experience with clients affected by substance use concerns.

T. Devitt (<http://ssa.uchicago.edu/tim-devitt>)

*42100. Aging and Mental Health*

This course integrates the theories and practice skills needed for effective clinical work with older adults and their families. The developmental process of aging, fostering an alliance, overcoming stigma, use of self, therapeutic bias, and ethical dilemmas with this population are covered. Attention is given to the significance of the older person's history, background, and culture as well as understanding behavior within the environmental context. Students will develop assessment, diagnostic, and treatment skills with older adults. Similarities and differences in practice techniques with other age groups are reviewed, and generic principles are 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, films, and group discussions.

A. Schigelone (<https://ssa.uchicago.edu/amy-schigelone>)

*42212. Introduction to Trauma Informed Practice*

From a multiple systems and multicultural foundation, this course investigates the nature of trauma informed practice emphasizing developmental and neurodevelopmental perspectives. Current neuroscience research provides opportunities to explore traditional as well as body-centered psychotherapies across the life-span and with a variety of client populations and settings. Students will apply course material to specific populations impacted by violence, such as returning military personnel and their families; survivors of war/torture/terrorism; gang/community violence; hate crimes/LGBT violence; individuals and families impacted by suicide/homicide, survivors of natural disasters; violence in prisons; violence against the clinician; and secondary or vicarious traumatization for clinicians (compassion fatigue). Additional topics integrated throughout the quarter include cultural competence in trauma practice, unique practice settings, ethical considerations, and the integration of various theoretical orientations/styles in working with complex trauma. This course requires a high level of student participation, experiential activities and self-examination. A willingness for self-reflection and commitment to managing the tensions of complex and seemingly incongruous constructs is required. Note: Some reading online will be required before the first class meeting. Also, students must be present at the first class meeting in order to register for the course. Because of the Thanksgiving holiday, please note that this course will meet on December 4 and 11.

J. Levy (<http://ssa.uchicago.edu/jeff-levy>)

*42322. Child and Adolescent Substance Use*

Substance use disorders are related to devastating outcomes including, but not limited to, trauma, incarceration, homelessness, mental illness, infectious diseases, medical conditions, and death. Substance use among children and adolescents is distinct from adult substance use and requires unique and specific attention to reduce the likelihood of negative outcomes. This course will address risk and protective factors for child and adolescent substance use, assessment, and treatment approaches. A primary goal of this course is to examine the spectrum of substance use across the developmental span of childhood and adolescence. There will be an emphasis on integrating theory and practice to not only reduce risk, but also to promote the health and potential of children and adolescents. Learning objectives

will be achieved through analysis of selected readings, class discussion, multimedia presentations, and experiential activities.

M. Sanders (<http://ssa.uchicago.edu/mark-sanders>)

*42401. 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 those with consent of instructor.

B. Borden (<http://ssascholars.uchicago.edu/w-borden>)

*42500. Adult Psychopathology*

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-5). Additional topics include how to conduct a diagnostic and psychosocial evaluation, cultural factors in mental illness, mental illness in older adults, 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.

S. McCracken (<http://ssascholars.uchicago.edu/s-mccracken>)

*42600. Diagnosing Mental Disorders in Children and Adolescents*

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 will focus on assessing mental disorders in young people according to the DSM-5 classification system with some emphasis on the transition from DSM-IV to DSM-5 since many students will still be using DSM-IV in their field placements and it is unclear as to when the DSM-5 will be required or included in the licensing exam. The characteristic clinical presentation of each diagnostic group will be presented. Associated family patterns and key issues in interviewing parents will be highlighted. Assessment methodologies, including behavioral, psychobiological and systemic, will be surveyed. This course will provide a

beginning information base for students interested in working with children and adolescents.

S. McCracken (<http://ssa.uchicago.edu/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, relationship-based intervention, and strengths-based practice. Students will examine programs that use family support principles and the evidence base for the effectiveness of such programs. Students will also explore key family support practice methods, including group work, home visitation, reflective supervision, and the parallel process in agency culture. Examples will draw heavily from programs focused on supporting families with infants and young children.

S. Hans (<http://ssascholars.uchicago.edu/s-hans>)

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 approach, including consideration of clinical implications for policy design. Specific techniques that enhance effectiveness—such as multilevel assessment, the therapeutic use of metaphor, and practical action-oriented methods—are discussed in detail.

J. Palmer (<http://ssa.uchicago.edu/joan-merlin-palmer>)

43112. *Loss, Grief, and Bereavement*

Loss and the resulting grief and bereavement that follow are ever present throughout the life span. Social work professionals need to be equipped, regardless of work settings, to effectively assess and respond to grief and loss issues. This course teaches the knowledge and skills to work with individuals and their families impacted by a loss with a particular focus on death loss. The course presents the current conceptual models of the grief response, including meaning reconstruction, continuing bonds, task based, two-track, and the dual process. Students will learn how each model guides assessment and practice interventions. Through case examination, experiential activities, and audiovisual materials, students will explore evidence-based grief interventions. This course addresses the treatment and current controversies of challenging or prolonged bereavement. Cultural, ethnic, religious, and spiritual influences on bereavement will be integrated into case discussion. Students will examine ethical issues specific to working with grieving clients and issues of self awareness and self care when working with loss. This course is based on a developmental and strengths perspective of loss, grief, and bereavement.

P. Brinkman (<http://ssa.uchicago.edu/priscilla-brinkman>)

43300. *The Exceptional Child*

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.*)

J. Meade (<http://ssa.uchicago.edu/Jennifer-Meade>)

43422. *Qualitative Research: Using the Phenomenological Approach to Examine Social Work Practice*

This course will introduce students to the use of qualitative research methods and encourage the integration of qualitative methods in social work practice. The course begins with an historical and philosophical overview of qualitative inquiry, and proceeds with an examination of the most commonly used approaches: narrative research, phenomenology, grounded theory, ethnography and case study. While covering these approaches, issues related to research design, data collection, analytic technique, presentation of findings, researcher values and subjectivity are taught in an applied manner through course assignments.

The second half of the quarter will focus on the specific processes involved in designing and conducting Phenomenological Research. Students will develop and conduct a small-scale phenomenological study using the approach of Clark Moustakas. Guided by the design and analytic strategy of Moustakas, students will learn how to interview co-researchers, and construct textual and structural descriptions of a lived experience of interest to the student. Narrative analysis in this approach teaches new researchers to examine both intra and inter-personal patterns of experience, and to synthesize large volumes of narrative data into a composite narrative description of lived experience. This course is open to all students but is particularly well suited for clinical concentration students seeking knowledge and skill in a person-centered research method.

B. Jacob (<http://www.ssa.uchicago.edu/Beth-Anne-Jacob>)

43800. *Skills for Conducting Psychotherapy with Chronically Distressed Persons*

Dialectical Behavior Therapy (DBT) is an empirically supported treatment originally developed for persons who struggle with suicide and/or parasuicide. It is a comprehensive treatment regimen focusing on the transformation of behavior responses to intrapersonal, interpersonal and environmental factors contributing to problems related to impulsivity, emotional liability, cognitive dysregulation, and interpersonal chaos. Due to its success treating various psychiatric populations, DBT is now considered effective with persons who engage in any behavior where the function of the behavior is to avoid or escape aversive thoughts and/or emotions.

DBT was one of the first cognitive behavior therapies to integrate mindfulness, acceptance, and willingness into treatment regimens that traditionally focus on change and control. It is therefore considered a pioneering therapy in what is now called the “third wave” in behaviorism. This class is intended to provide students with advanced training in the principles and practice of DBT. To that end, via lecture, experiential exercises, role play and a self-change project, participants will be exposed to the four components of DBT: Skills Training, Individual Therapy, Telephone Consultation, and the Consultation Group. However, a basic tenet of DBT is that therapists should not expect their clients to engage in behaviors and activities they are unwilling to do. Therefore, emphasis in this class will be placed on experiential knowledge. Therefore, interested participants will be expected to make a basic set of commitments that expose them to many of the emotional reactions experienced by their future clients. In addition to a self-change project, participants will commit to complete a diary card and practice mindfulness on a daily basis. Other learning activities include co-facilitating and participating in a skills group, a DBT individual therapy session and a consultation group.

P. Holmes (<http://ssa.uchicago.edu/paul-holmes>)

*44212 Abuse-Focused Child Therapy and the Helping Relationship*

This course focuses primarily on understanding the world of the sexually abused child, including the abuse-focused therapy process, and consideration of related experiences that traumatized children experience (physical abuse, sexual exploitation/human trafficking, abusive family dynamics), utilizing the helping relationship as a primary modality. A variety of relationship-based interventions are explored (cognitive and non-cognitive), integrating neurobiological, developmental, cultural, and attachment perspectives. These are balanced against the significant role of the therapist in treatment, drawing from research on mindfulness, self-care, and self-inquiry, and especially considering the therapist’s own attachment and resulting response to trauma. Through lectures, experiential learning, case discussion, audio/visual materials, and writing, students will learn to understand abuse as it impacts children, techniques and strategies for intervening with clients, and challenges to treatment, moderated by their experience of themselves as clinicians.

*\*Please note that this class will be taught via satellite with a classroom in Delhi, India. There will be opportunities for cross cultural dialogue in class and team projects outside class time between the U.S. and India classrooms. This is a new change in the course for the 2014-2015 school year.*

S. Parikh (<http://www.ssa.uchicago.edu/Shipra-Parikh>)

*44401. Sexuality across the Life Cycle*

From birth through old age, sexuality is an essential component of human development impacting identity formation, self-esteem, and relationships. The developmental theories of Erickson and Freud offer dynamic frameworks from which to view sexuality. The exploration of sexuality becomes even more complex when the influences of family, culture, ethnicity, and religion are considered. This class will focus on the developmental aspects of sexuality relevant to each life stage as viewed through the multiple social constructions impacting sexuality, gender, and sexual orientation. Special attention will be given to marginalized sexualities,

particularly women's sexuality and gay/lesbian/bisexual sexuality. A number of theoretical perspectives will be incorporated to provide tools for critical thinking about sexuality and human development.

J. McVicker (<http://ssa.uchicago.edu/jason-mcvicker>)

*44501. Clinical Research: Using Evidence in Clinical Decision Making*

This course teaches the skills necessary to develop and use information and data relevant to practice decision making. A primary goal of this section is to encourage the development of more systematic and empirically-based clinical decision-making, with an emphasis on evidence based practice (EBP). Students will develop skills to formulate practice questions, to conduct an electronic evidence search, to assess the quality and usefulness of the research, to design an intervention based on this evidence, and to evaluate the effectiveness of this intervention. Students will learn how to evaluate their practice using tools, such as logic models and other assessment instruments, to monitor progress and outcome, and visual analysis of data graphs. **Prerequisites:** SSAD 30200 or faculty approval following research exam.

L. Ismayilova (<http://ssascholars.uchicago.edu/l-ismayilova>), J. Marsh (<http://ssascholars.uchicago.edu/j-marsh>), T. Rzepnicki (<http://ssascholars.uchicago.edu/t-rzepnicki>), M. Yasui (<http://ssascholars.uchicago.edu/m-yasui>)

*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 United States 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. 1) 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? 2) 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 3) 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 (<http://ssascholars.uchicago.edu/m-roderick>)

*44932. Treatment of Individuals with Serious Mental Illness*

This seminar provides a foundation for social work practice with persons who have serious, long-term mental illness, with a particular emphasis on service delivery in community settings. We begin with an overview of the major categories of mental illness (schizophrenic disorders, bipolar affective disorder, and severe unipolar depression), highlighting in particular the subjective experience of these disorders. To set a context for practice in this area, we trace the evolution of the mental health care delivery system and grapple with relevant policy and

service delivery issues. Subsequently, we shift our focus to the tasks of assessment, engagement, treatment planning, medication management, collaborating with and providing support to families, and rehabilitation interventions.

C. Hahn (<http://www.ssa.uchicago.edu/christie-hahn>)

*45112. Contemporary Immigration Policy and Practice*

Today's immigration debates have brought to the fore conflicting visions regarding what to do with an estimated 11.1 million undocumented immigrants and their families. This course will examine undocumented immigration from both micro (individual and family) and macro (our immigration policy) frames of understanding and interrogation. We will start with the broad question of what should we do with the estimated 11.1 million people presently living in the United States in unauthorized residency status. We will then take a deeper look at the ways in which our laws and accompanying systems shape the everyday lives of undocumented individuals and mixed-status families. Finally, we will explore the challenges micro and macro social workers face in working within the intersection of immigration policy and people's lives, and how this work shapes our various possible roles as practitioners, policy makers, advocates and allies.

J. Ramsey (<http://www.ssa.uchicago.edu/Jane-Ramsey>)

*45200. African American Families: Theories and Research on the Role of Fathers*

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

W. Johnson (<http://ssascholars.uchicago.edu/w-johnson>)

*45312. Urban Social Movements*

Social groups with limited access to normal politics often engage in mobilization, or contentious politics, in order to gain rights, resources, or recognition. Many of these social movements have emerged in cities. In this course, we will attempt to answer the following questions: What are urban social movements? What sorts of mobilizing opportunities and constraints do cities pose for disadvantaged social groups? How have these groups sought to take advantage of urban based opportunities, and how successful have they been? What kinds of urban justice movements do we observe in early 21st-century cities, and how might we understand and expand their potential? The course begins by looking briefly at "classic" approaches to social movements, followed by an examination of selected work on urban social movements, including foundational contributions from sociology and subsequent research in geography that explores issues of place, network and scale. The second half of the course will examine several sets of case studies, focusing particularly on recent instances of immigrant mobilization. The

fundamental goal of the course is to strengthen analytical and strategic thinking about the relationship between social mobilization and the urban environment. We will also be evaluating academic work on social movements in terms of its utility for ongoing mobilization efforts.

W. Sites (<http://ssascholars.uchicago.edu/w-sites>)

*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 (<http://ssascholars.uchicago.edu/h-pollack>)

*45600. Policy Analysis: Methods and Applications*

This master's-level course provides students with the basic tools of policy analysis. Students will learn and apply tools of decision analysis in written group assignments and in an accompanying computer lab. Students will also learn and apply concepts of cost-effectiveness, cost-benefit, and cost-utility analysis with social service, medical, and public health applications. Doctoral students and master's students who intend to take the course Advanced Applications of Cost Effectiveness Analysis in Health will complete two additional laboratory assignments. Topics to be covered include decision trees for structured policy analysis, the economic value of information, analysis of screening programs for HIV and child maltreatment, sensitivity analysis, cost-effectiveness analysis of life-saving interventions and programs to reduce behavioral risk, valuing quality of life outcomes, ethical issues in cost-benefit analysis, and analysis of "irrational" risk behaviors. Substantive areas covered include HIV/substance use prevention, school-based prevention of sexual risk, smoking cessation, and housing policy. In the associated learning lab, students will use computer decision software to build and analyze decision trees in policy-relevant examples. They will conduct one-way and two-way sensitivity analysis to explore the impact of key parameters on cost-effectiveness of alternative policies. Students will receive an introduction to dynamic modeling in the context of HIV prevention, cancer screening, and transportation programs. **Prerequisite:** One prior course in microeconomics.

H. Pollack (<http://ssascholars.uchicago.edu/h-pollack>)

*45722. Reflective Social Work Practice*

The goal of this course is to broaden and deepen students' capacity to reflect on their practice of clinical social work—what they do, why they do it, and how it both reflects and affects who they are and what they believe about people's struggles and how people change. Social work's fundamental values and ethics, theoretical concepts and skills will provide the framework for the course. Individually, and in

interaction with classmates, each student will consider his/her personal integration of social work's core principles and how to anticipate the development of these concepts over a career. Various clinical theories and models of intervention will be examined for how they mesh with both social work's and the students' basic beliefs and perspectives. Particular attention will be paid to increasing students' understanding of the impact of human diversity and the student's use of self in clinical practice. Assignments and class discussion will focus on material from participants' clinical experiences, interests, and concerns. This course is limited to students in the Clinical Concentration or with consent of the instructor.

K. Mann (<http://ssa.uchicago.edu/katharine-mann>)

*45812. Child Maltreatment: Assessment and Intervention*

This course utilizes comprehensive theoretical and clinical applications to assess, intervene, and advocate for children and families impacted by child maltreatment. Child maltreatment affects over six million children every year in the United States and is the result of complex psychosocial dynamics influenced by individual family systems, social environment, and cultural components. Social workers play a critical role, across all practice settings, in the accurate and timely assessment and intervention of child maltreatment. This course will emphasize the importance of the psychosocial assessment as a tool to assess, predict, and support children and families at risk. Ethical decision making, cultural competency, and maintaining a supportive clinical relationship within micro and macro systems will be explored. Types of maltreatment examined will be physical abuse, environmental neglect, medical neglect, failure to thrive, sexual abuse, and medical child abuse (Munchausen Syndrome by Proxy). Participants will study the theoretical and clinical interaction of the medical, child welfare, and legal system role and response. This course will be a combination of didactic material, interactive case studies, video presentations, and class discussion.

M. Gronen (<http://ssa.uchicago.edu/melinda-gronen>)

*45912. Supervision from an Organizational and Relationship Perspective*

This course is presented from the perspective of a practitioner in the field and focuses on developing a motivated and productive workforce in today's complex environment. Course content is relevant to students interested in direct practice, supervision, and administration. The course will provide students with a broad framework on supervisory practice, its impact on the development of staff and the day-to-day realities of managing a workforce within an agency. A focus will be placed on the supervisor's balanced relationship between service delivery, staff and organizational management. Course content will be grounded in a traditional model of social work supervision that includes the supervisor as administrator, supporter and educator. Building off this model, students will also learn about the impact of organizational structure on supervision and the supervisor's connection to management. Further emphasis will be placed on the supervisor/supervisee relationship as a parallel to the work with clients and others as well as reflective practice. Experiences from the student's employment or field placement will be explored. Students are expected to reflect on assigned reading materials and participate in class discussions.

C. Holderfield (<https://ssa.uchicago.edu/Curt-Holderfield>)

46412. *The Evaluation of Social Welfare Programs and Policies*

This course will introduce students to a variety of approaches used to evaluate social service organizations, programs, and policies. The course will begin with an overview of the different roles evaluative 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 of primary interest to key stakeholders such as program managers, boards of directors, funders, and policy makers. Issues of research design, measurement, human subjects' protection, data interpretation, and presentation of findings will be discussed. Throughout the course, students will be encouraged to conduct critical analysis, including identifying the role values play in shaping the evaluation process and influencing key findings.

F. Ssewamala (<http://ssascholars.uchicago.edu/f-ssewamala>)

46622. *Key Issues in Health Care: An Interdisciplinary Case Studies Approach*

This is a capstone course for the graduate program in health administration and policy. The course will explore how to approach persistent administrative and policy problems from an interdisciplinary approach. It will draw from the disciplinary skills and knowledge of students in the course and challenge students to use that knowledge in collaborative and creative ways to solve real world problems. Students will take on an administrative, strategy, or policy problem in interdisciplinary teams. Building on each disciplinary strength—social welfare frameworks, policy analysis, and business (e.g., management, financial) strategy—students will provide an action plan and set of recommendations to approach the health problem. Topics will be chosen by students, but provided by the instructor. The course will examine numerous case studies of interdisciplinary projects and consider how common challenges and pitfalls can be avoided.

C. Grogan (<http://ssascholars.uchicago.edu/c-grogan>)

46712. *Organizational Theory and Analysis for Human Services*

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.

T. Anasti (<http://ssa.uchicago.edu/theresa-anasti>), J. Darrow (<http://ssa.uchicago.edu/Jessica-Darrow>), J. Mosley (<http://ssascholars.uchicago.edu/j-mosley>)

46800. *Political Processes in Policy Formulation and Implementation*

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 policy making, 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 United States and other market democracies. Permission of instructor is required for students from other departments.

E. Brodtkin (<http://ssascholars.uchicago.edu/e-brodtkin>), W. Sites (<http://ssascholars.uchicago.edu/w-sites>)

46922. *Structuring Refuge: U.S. Refugee Policy and Resettlement Practice*

In 2012 there were over 45.2 million people forcibly displaced from their homes around the world, the highest number since 1994. Over 15 million registered refugees were among those displaced, and of these just 89,000 were admitted to third countries for permanent resettlement. Worldwide the United States is by far the largest resettlement country; in 2012 the U.S. resettled 58,000 refugees. With so many vulnerable people in the world, and so few options for their safe resettlement, there is a risk that entry to the U.S. can be seen as an end in and of itself. What is more, refugees in the U.S. get a relative leg up over their immigrant counterparts; refugees are entitled to an array of federal, state, and local supports that other immigrants in the U.S. must do without. At the same time, refugees in the U.S. are arguably subject to greater scrutiny and systems of social control than any other domestic population. This course asks the central question, how does the system of refugee resettlement operate in the U.S., and with what implications for refugees? We will begin by detangling the web of international and domestic policies that relate to the refugees' political identity, and then focus in on the U.S. system of resettlement. We will analyze the structure of resettlement policy and explore its implications for social work practice with this population with special attention to issues such as employment, mental health, child and youth development, and aging. Finally we will identify various ways that social workers can support refugees as they navigate their entry to the United States.

J. Darrow (<http://ssa.uchicago.edu/Jessica-Darrow>)

47222. *Promoting the Social and Academic Development of Children in Urban Environments*

Schools are uniquely situated, and often designed, to play a significant role in not only the academic/cognitive development of children, but their socio-emotional development as well. In communities with few or limited resources, the school can play a particularly powerful role in enhancing children's development and well-being. In such contexts, school social workers have opportunities to play leading roles in enabling schools to maximize this potential for facilitating the positive development of children. As one of the few professionals in the building with cross-disciplinary training in human development, mental health and intervention, and group and systems theory, social workers are uniquely positioned to partner with school colleagues to help change school structures and practices such that they effectively support children's academic and social growth, as well as proactively address barriers to learning and development.

This course is designed to engage participants in thinking about how transforming the traditional role and practices of school social workers can enable schools to enhance elementary-aged children's academic and social development. It is organized around three essential questions: 1) How do schools (through structures, pedagogy, practices) serve to facilitate, as well as hinder, the positive academic, social, and emotional development of elementary school-aged children? 2) How do socio-cultural factors affect the supports that teachers, administrators, staff, and students need in order to enable schools to better develop and support the developmental competencies of children? *and*, 3) What will, skills, and knowledge are needed to transform the role of school social work in elementary school settings so that students are optimally supported in their academic and social development? Limited to School Social Work Program students or those with consent of instructor.

S. Madison-Boyd (<http://ssa.uchicago.edu/sybil-madison-boyd>)

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 policymaker 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. Pyrcce (<http://ssa.uchicago.edu/janice-m-pyrce>)

47432. *Criminal Justice and Social Work Interface*

As social workers, we strive for social justice by affecting social systems at numerous levels, and often through our work with disadvantaged populations. The U.S. criminal justice system has a tremendous impact on disadvantaged populations and, as such, has much overlap with social work in terms of persons involved in both entities. However, social workers often are inadequately trained to recognize this interface and to influence it in ways that lead to positive results for the client systems they serve. This course will extend our understanding of the U.S. criminal justice system, how it intersects with the social work profession and client systems, and how social workers can promote social justice at this critical juncture. The focus of this course will be on adult criminal justice involvement; students who have interest in the juvenile justice system may choose to focus on this population in their individual assignments. This course is applicable to any student who wishes to better understand how the criminal justice system interacts with the clients they serve (whether the student plans to work in a criminal justice-specific setting or not).

M. Epperson (<http://ssascholars.uchicago.edu/m-epperson>)

47512. *The U.S. Health Care System*

This course is a comprehensive examination of many of the key components of the U.S. health care system and how they work, intended for students from a wide range of backgrounds. Among others, topics may include public and private health insurance, the uninsured, health reform, hospitals, physicians, health care quality and costs, health information technology, pharmaceuticals, medical devices and diagnostics, long-term care, mental health services, and comparisons with health systems in developed and emerging markets. The course is required for all students in the Graduate Program in Health Administration and Policy (GPHAP).

J. Peterson Hall, F. Smieliauskas (<http://health.bsd.uchicago.edu/People/Smieliauskas-Fabrice>)

*47812. Human Rights and Social Work: Opportunities for Policy and Practice*

This course will explore how international human rights law and principles provide a foundation for repairing the harms done by collective human rights trauma. The course focuses on peace-building and human rights in an applied manner endeavoring a comprehensive approach to peace-building through humanitarian effort, human rights, and participation built on social work perspectives. In addition, it will examine the role social workers have both internationally and locally from policy to practice. The psychological impact and treatment of torture and trauma will be evaluated, particularly as experienced by people marginalized by the larger (privileged) society because of their gender, race and age. Various reparation and remedies used to recover from human rights trauma will be reviewed, as will, social work perspectives that can enhance such efforts. This course will apply an ecological perspective, examining how these efforts affect individuals and communities.

C. Sheehan (<https://ssa.uchicago.edu/constance-sheehan>)

*48012. Worker Rights in the Global Economy*

This course examines how globalization affects the lives of workers across the globe from a geographic and human rights perspective. The course analyzes the impact of changes in the global political economy over the last fifty years on workers' rights, working conditions, and living standards, and evaluates strategies adopted by worker organizations and advocates in response to these changes. Students will gain a working knowledge of structural changes in the global economy by examining the geographic relocation of jobs and workers, the changing roles of firms and states, and the emergence of new legal regimes governing worker rights. Case studies are drawn from across the globe, including the U.S., focusing on commodity chains (e.g., coffee), regions (e.g., China), or specific populations (e.g., migrant women). This foundational knowledge will enable students to analyze different strategies for change—linking worker rights to trade agreements, corporate social responsibility, transnational legal strategies, corporate campaigns, consumer boycotts—in order to better understand the possibilities and limitations of each for redressing the inequalities of globalization and shoring up the rights of workers.

V. Parks (<http://ssascholars.uchicago.edu/v-parks>)

*48112. Community Organizing*

This is a class about community organizing and how organizing brings about collective action. Through analysis of both historical and contemporary community organizing efforts, students will learn how organizing mobilizes people to gain power and influence over public policy and decision-making that directly impact them. Students will be introduced to different conceptual models of organizing, as well as to how these models employ different theories of social change. The course emphasizes the “nuts-and-bolts” of organizing, ranging from strategic vision formulation to campaign development to one-on-one engagement. Students will have the opportunity to learn, discuss, and employ these different organizing skills and techniques through in-class exercises and group projects.

V. Parks (<http://ssascholars.uchicago.edu/v-parks>)

*48200. Seminar: Political Economy of Urban Development*

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, urban decline, racial exclusion, educational inequality, 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, arts/cultural/entertainment strategies, and regionalism.

W. Sites (<http://ssascholars.uchicago.edu/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 (<http://ssascholars.uchicago.edu/r-chaskin>)

*48500. Data for Policy Analysis and Management*

This course gives students hands-on experience in basic quantitative methods that are often used in needs assessment, policy analysis and planning, resource allocation, performance monitoring, and program evaluation. The class emphasizes four essential ingredients of using data effectively: 1) organizing data to answer specific questions; 2) conducting and interpreting appropriate analyses; 3) presenting results clearly and effectively to policy makers and others; and 4) becoming critical consumers of data-based analyses and using data to inform practice. Students will learn techniques for descriptive, bivariate, and multivariate statistical analysis, and for tabling and graphing results, in the statistical program SPSS.

**Prerequisites:** SSAD 30200 or faculty approval following research exam.

M. Holsapple (<http://ssa.uchicago.edu/Matthew-Holsapple-0>), M. Roderick (<http://ssascholars.uchicago.edu/m-roderick>), D. Weiner (<http://ssa.uchicago.edu/dana-weiner>)

*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 legislation and administrative regulation in one or more of the following areas: 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 (<http://ssascholars.uchicago.edu/m-courtney>)

*49032. Health and Aging 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 that accompany the initiation, implementation, and impacts of aging policies are considered as students contemplate the design and development of future policy.

M. Holstein (<http://ssa.uchicago.edu/Martha-Holstein>)

*49412. Non-profit Organizations and Advocacy for Social Change*

Social change activists often form non-profit organizations to help accomplish their goals, while managers of human service non-profits often desire to create social change as well as help individuals. As a result, non-profit organizations of all kinds play a large and growing role in promoting and shaping social change, at both the policy and community level. This course, which explores theory and practice relating to non-profit organizations in their role as political and community actors, is intended for students who are interested in the interface between non-profit management and social change activism. The course will review both top

down and bottom up methods of social change from the perspective of a non-profit manager, exploring the benefits, challenges, and implications of a variety of strategies, with a primary focus on policy advocacy in human service non-profits. Overall, the course will include a mix of practical management-related skill-building, and discussion and study of relevant theory from the organizational and social movement literatures.

J. Mosley (<http://ssascholars.uchicago.edu/j-mosley>)

*49600. Financial Management for Non-profit Organizations*

This course will cover basics of financial accounting, budgeting, and planning with examples and applications for the general manager and non-financial professional. It is intended for persons with little or no formal finance and accounting training, and it will cover a variety of related economic and financial concepts to help prepare managers in social service and other non-profit organizations to better interpret and use financial information in decision making and planning. The first portion of the class will focus on the development of an organization's operating and capital budgets, the inherent financing and investing decisions therein, and the relationship between the budget process and overall organizational planning, daily operations, and financial management. The second portion of the class will focus on accounting principles and the creation and interpretation of financial statements. The development, analysis, and interpretation of organizational financial statements, including the balance sheet, income statement, and statement of cash flows, will be covered.

D. Hagman-Shannon (<http://ssa.uchicago.edu/deborah-hagman-shannon>)

*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 (<http://ssa.uchicago.edu/shaun-lane>)

*49900. Individual Readings and Research*

### **Staff**

*60200. Spirituality and Social Work Practice*

This course examines the experience and the role of spirituality and religious traditions in clinical social work practice with client systems. The course considers the spiritual and religious contexts shaping assessment and intervention processes

in clinical social work services and examines the ways that faith traditions and spiritual experiences shape clients' and professionals' lives, and the points of connection they form with the delivery of clinical social work services. Rather than offering an overview of specific religious belief systems per se, this course is primarily attuned to the ways that clients' faith traditions and spiritual experiences shape their healing and suffering. The course examines the resources as well as the dilemmas that clients' spiritual and religious traditions present in our attempts to provide effective clinical social work services, and the means by which spiritual and religious influences can be tapped by social workers to better their clients' lives. As a premise, this class takes the view that spirituality and faith traditions are experienced in a diversity of ways, and thus issues of difference and sensitivity to different expressions and experiences of spirituality and religious practice form a bedrock of considering clinical services to clients.

S. McCracken (<http://ssascholars.uchicago.edu/s-mccracken>)

60300. *Workforce and Workplace Development: Inequality in Employment*

This course will consider sources of inequality in the labor market and in workplaces. Empirical evidence and theory on labor markets and job conditions will be reviewed to provide insights into changing opportunity structures for lower-skilled workers. The goal will be to identify ways not only to ready workers for jobs in today's economy but also to improve the quality of lower level jobs themselves. Many social service agencies today incorporate some type of job training or workforce development program. The course will help inform practice and program development in these areas.

S. Lambert (<http://ssascholars.uchicago.edu/s-lambert>)

60400. *Poverty, Inequality, and the Welfare State*

Poverty and inequality create critical challenges for contemporary democratic societies. This seminar examines responses to these conditions in the United States and compares its responses to those of other countries. This examination includes consideration of the relationship between politics and policy making, the character of public debates about poverty and inequality, conflict over the state's role in responding to these conditions, and specific efforts to address these conditions through public policy instruments. The seminar brings both historical and international perspectives to bear, taking up selected examples that highlight how political responses to poverty and inequality vary over time and in different national settings. It also draws attention to the strategic implications for policy making and practice.

E. Brodtkin (<http://ssascholars.uchicago.edu/e-brodtkin>)

60612. *Systemic Family Interventions for Specific Populations*

By focusing on the application of the family systems perspective with specific treatment populations, this course explores the intersection of theory and clinical practice in social work. Working within family systems perspectives, it is imperative that clinicians recognize the unique structures, needs, and situational factors impacting the family system when considering which of the potential interventions would best serve those seeking support. In this way, social work clinicians meet

the needs of their families without narrowing their options to just one particular intervention. By considering specific treatment populations, this course will explore how different family therapy approaches will best serve the unique needs of these treatment groups. This exploration will emphasize both the students' clinical experiences and current evidence-based literature. The family situations discussed include adoptive families, families with children under five years of age, families with mental illness, families with substance abuse, and divorced families. For each of these treatment groups, the course will examine issues of differences, including but not limited to race, economic status, gender, sexual orientation, and age in how they influence not only the presenting issues but also the selection and application of intervention.

P. Myers (<http://www.ssa.uchicago.edu/Pete-Myers>)

*60712. Mindfulness-Based and Person-Centered Group Therapy*

Group therapy is a complex process that requires attention, creativity, and flexibility on the part of the facilitator. In addition to the skills utilized during individual therapy, group therapists must harness the energy and wisdom of the group itself as part of the therapeutic process. Through taking this course, students will become familiar with group dynamics and learn how to facilitate groups in an effective, engaging, and empathic manner. Additionally, they will learn how to utilize evidence-based practices, such as Motivational Interviewing and Mindfulness-based interventions, within group settings. Though not required, those taking the course will ideally be engaged in a field placement where they are facilitating groups in some capacity.

N. Turner (<http://ssa.uchicago.edu/Nicholas-Turner>)

*60800. Child and Adolescent Trauma*

This advanced seminar will offer students an opportunity to build on the framework studied in SSAD 41700 by learning how to heal traumatized children and adolescents. All types of traumatic experiences will be addressed, such as traumatic loss, violence, abuse, natural disasters, traumatic injuries, or accidents. The neurology of trauma with children, current research on how trauma affects children, and a variety of treatment techniques and modalities will be presented. Knowledge will be enriched by a significant emphasis on developing clinical skills. Essential elements of the processes of evaluating and treating traumatized children and adolescents will be taught. The class format involves group discussions, readings, videotapes, and creative application of the course concepts through live demonstrations, and student role plays.

R. Dominguez (<http://ssa.uchicago.edu/Renee-Dominguez>)

*60912. Prevention Research and Methods: Children and Adolescents*

Despite historical linkages between the early roots of social work and prevention, including using epidemiological data to identify needs and home visiting to strengthen families, in recent years, social workers predominantly have been involved in intervention with individuals and families after problems have been identified. This course investigates the potential for preventing major social problems with high costs to society using as illustrative cases recent developments

in the prevention of child abuse and neglect, drug and alcohol misuse, violence, and other problems.

This course presents the research base for prevention science for children and adolescents including an overview of theory, research, and practice in prevention science. A developmental perspective is used to focus on factors that promote or inhibit healthy development at different stages from before birth through adolescence. We discuss the promotion of healthy development in childhood and adolescence and the prevention of problems that impede healthy development, including child abuse and neglect, substance abuse, unwanted pregnancy, violence, delinquent behavior, school misbehavior, dropout, and mental health disorders.

The National Research Council and Institute of Medicine's Mental Health Intervention Spectrum (2009) is used as a framework to distinguish mental health promotion and universal, selective, and indicated prevention from treatment. The course demonstrates how prevention science is built on the foundations of developmental epidemiology, biopsychosocial predictors of positive and problem behavior and the distribution of these predictors and behaviors across development and geography. The course follows the preventive intervention research cycle to explore the role of clinical and field trials in identifying efficacious and effective preventive interventions. Approaches, results, and issues in large scale, community preventive interventions are also explored. Finally, opportunities and prospects for dissemination of effective preventive interventions and research on dissemination are investigated.

D. Gorman-Smith (<http://ssascholars.uchicago.edu/d-gormansmith>)

*61100. Seminar in Violence Prevention*

This course provides students with an overview of emerging practices, programs, and policies that aim to prevent violence before-the-fact. The course will overview the common manifestations of interpersonal violence (including child abuse, youth and community violence, and intimate partner violence), examining their prevalence as well as their consequences. Students are then introduced to conceptual frames from which to understand violence and its before-the-fact prevention, including social ecological and public health models of violence prevention. The course then examines such topics as the role of risk and protective factors, screening and assessment for violence potential, evidence-based intervention and programmatic strategies targeting before-the-fact violence prevention, and examples advocacy efforts promoting broad changes in policy that affect interpersonal violence. Taught as a seminar, the course will address special topics relevant to violence prevention, and will include active discussion, case examples, videos, and presentations by experts in the field. The course is open to students in clinical practice and social administration concentrations, as well as Ph.D. students.

N. Guterman (<http://ssascholars.uchicago.edu/n-guterman>)

*61200. Introduction to Aging: 21st Century Perspectives*

As the largest generation in American history ages, there is an urgent need for social workers trained in the special issues affecting older adults. This course will

examine the forces which shape the evolution of both the perception and experience of aging in the 21st century. The course will consider the aging process from a variety of perspectives: physiological, sociocultural, and phenomenological. We will draw on multiple disciplines, including the arts, to present the diversity of the aging experience and to explore the manifold ways in which the dynamic interaction between the older person and his or her social and physical environment affects quality of life. Finally, the course will address expanding opportunities for social workers in direct service, administration, and policy making in service of America's older population.

S. Gordon (<http://ssa.uchicago.edu/Stacey-Gordon>)

61312. *Qualitative Research: Using the Case Study Approach to Examine Social Work Practice and Policy*

This course will introduce students to the use of qualitative research methods and encourage the integration of qualitative methods in social work. The course begins with an historical and philosophical overview of qualitative inquiry, and proceeds with an examination of the most commonly used approaches: narrative research, phenomenology, grounded theory, ethnography and case study. While covering these approaches, issues related to research design, data collection, analytic technique, presentation of findings, researcher values and subjectivity are taught in an applied manner through course assignments.

The second half of the quarter will focus on designing and conducting Case Study Research. Students will develop and conduct a case study using the design and analytic techniques of Robert Yin. Students will learn about isolating and binding the "case" or unit of analysis. Students will also learn how to determine the case study category (explanatory, exploratory, or descriptive) and scale (single, holistic case studies and multiple-case studies) best suited to answer research questions of interest to them. Data collection and reporting strategies specific to case study will be covered in detail. This course is equally relevant for Clinical Concentration and Social Administration students.

B. Jacob (<http://ssa.uchicago.edu/Beth-Anne-Jacob>)

61400. *The Social Meaning of Race*

This course will explore "race" in three ways. 1) How does race operate as an ideology? That is, how do people understand race, how are those understandings shaped and how do they in turn shape perception? 2) how does race operates as a structuring device? How does it determine life-chances? 3) how does it operate in the field? That is, in particular organizational contexts, how does race affect the content and delivery of social services?

R. Eschmann (<http://ssa.uchicago.edu/robert-eschmann>)

61500. *Urban Education and Educational Policy*

This course has two major strands. One strand is simply an examination of national thinking about urban schooling over the past 40 years, from the Coleman Report to today's accountability-driven reforms. We will be particularly concerned with how educational policy has been shaped and with the problematics of translating policy into practice. The second strand is theoretical; we will be trying to

understand these very contemporary problems through the lens of classical theory; that is, functionalism, Max Weber's theory of bureaucracy, and Marx's theory of class conflict.

C. Anderson (<http://ssa.uchicago.edu/charity-anderson>)

61712. *Growing Up in Urban Violent Neighborhoods: Group Work with Children Experiencing Attachment Disorders and Trauma*

This course provides the essential elements of group work with children and adolescents living in traumatic urban settings with chronic violence and loss. Group work in school settings will be the primary focus, though community clinics and residential treatment center group work will also be examined. The course will cover all stages of group work, from screening and selection of participants through to methods and tools for assessing the successfulness of the group. Class members will spend time in simulated group situations, solving a variety of problems that can arise in group work with children and adolescents. Students will learn developmentally appropriate techniques and activities to engage children and adolescents. This course employs some lecture, some group work (in class only), and class discussion. Students will develop skills and materials that they can bring to the workplace.

S. Ben-Shahar (<http://ssa.uchicago.edu/sarah-clarke-ben-shahar>)

61812. *Cognitive Behavioral Therapy with Vulnerable Populations*

This course integrates the theoretical perspectives of cognitive behavioral therapy and trauma theory through examination of specific factors to consider when providing cognitive behavioral therapy to vulnerable clients. Emphasis will be placed on: 1) groups impacted by intergenerational abuse and neglect, 2) cultural influences, 3) community violence, and 4) implications of military/war/PTSD, complex trauma, and other micro and macro. Veterans, LBGTQ, elderly, and specific minority sub-groups are examined throughout this course. The impact of culture, religion, gender, and family influences on thoughts, feelings, and behaviors will be an essential focus.

J. Sykes (<http://ssa.uchicago.edu/john-sykes>)

62322. *Knowledge and Skills for Effective Group Work Practice*

This course will first examine the knowledge base underlying effective practice with different types of social work groups. As these theoretical foundations are reviewed, the practical application of this knowledge will be demonstrated and integrated through small group experiences, class discussion, observation of films, role play, journaling, and other selected course assignments. Becoming aware of self, as well as group process, will be emphasized. Students should expect a strong experiential component, with a combination of challenge and support, in the instructor's approach to education for group work practice.

A. Bergart (<http://ssa.uchicago.edu/ann-bergart>)

62400. *Community Ethnography*

Broadly defined, community ethnography is research that requires the researchers' active participation in, as well as systematic observation of, a

community. However, what constitutes a community—and what qualifies people to claim some legitimate affiliation with one—are complicated questions, which will be addressed in the first part of this course. Through readings, discussions, and activities, we will find that researchers, social workers, and community members define “community” along a number of different lines, variously employing the terms of geography, history, ethnicity, intention, value, and/or identity to ground their definitions. We will also discover that how one defines community has much to do with how one approaches the research process.

In this course, we will give considerable attention to the idea of community as a field of social practice. That is, we will learn how one studies community as situated, collective action, which must be reproduced for some sense of communities to survive. Accordingly, ethnographic and ethnohistorical methods of social research will be highlighted. Students will learn about the philosophy behind these modes of inquiry and acquire some of the concrete skills necessary to conduct this kind of work. As social workers and social work researchers, we will explicitly consider how community ethnography can aid in our various practice and policy endeavors. We will also discuss models of community research that are designed to allow university-based and community-based constituencies to share expertise, skills, and resources.

E. S. Carr (<http://ssascholars.uchicago.edu/e-carr>)

62600. *Philanthropy, Public Policy and Community Change*

This course will examine the role philanthropy plays in supporting social and community change efforts designed to reform and/or enhance public policy. Patterns of giving, policy intervention strategies, and structural issues, as well as programmatic opportunities and constraints, will be illuminated. Course materials include policy analysis and contemporary American social change efforts, as well as research examining pertinent policies and practices governing the field of philanthropy. Students will have opportunities to analyze proposals for funding, identify public policy and community change implications and opportunities, and recommend new strategies. Student discussion and independent research are major class focuses. The learning experience will be enriched by presentations from practitioners involved in public policy reform activities and by foundation representatives engaged in funding those efforts.

E. Cardona (<http://ssa.uchicago.edu/evette-cardona>)

62712. *Trauma and Resilience in Cross-Cultural Practice*

The course will introduce students to clinical social work practice with communities outside the U.S that have experienced chronic adversity, stress and trauma, and to immigrant and refugee groups in the U.S. Effective practice in this area is anchored in a conceptual framework that orients the student to social justice, formulations of complex trauma and a set of cross-cultural competencies informed by this framework. We will use case studies from a variety of countries and key focus areas to illustrate important contextual conditions (legacies of dominance and trauma, war, social determinants of mental health) and to inform discussion of sustainable models of collaborative, cross-cultural work (participatory action, use of interpreters). Students will be introduced to issues that impact international

practice, such as secondary trauma and resilience, boundary setting across cultures and working in resource-poor conditions. Trauma-informed, systemic, and relational theoretical models will be examined for their usefulness in informing international practice.

M. Bunn (<http://ssa.uchicago.edu/mary-bunn-0>)

*63200. Crime Prevention*

The goals of this course are to introduce students to some key concepts in crime prevention and help develop their policy analysis skills, including the ability to frame problems and policy alternatives, think critically about empirical evidence, use cost-effectiveness and benefit-cost analysis in comparing policy alternatives, and write effective policy memos. The course seeks to develop these skills by considering the relative efficacy of different policy approaches to preventing crime, including imprisonment, policing, drug regulation, and gun-oriented regulation or enforcement, as well as education and social policies that may influence people's propensity to commit crime. While policy choices about punishment and crime prevention necessarily involve a wide range of legal and normative considerations, the focus in this class will be mostly on answering positive (factual) questions about the consequences of different policies.

J. Ludwig (<http://ssascholars.uchicago.edu/j-ludwig>)

*63300. International Perspectives on Social Policy and Social Work Practice*

This course will situate social policy considerations and social work practice challenges in the context of a globalizing world. The course introduces students to theoretical, conceptual, and practice models as they relate to the social policies, programs, and services in industrialized countries, transitional economies, and poor developing countries, placing particular focus on transitional and developing contexts. The course will investigate the major international social welfare trends, issues, and opportunities and will examine how global poverty, social injustices, and inequality are addressed in different nations. History and trends in international relief and development policy, the role of international organizations in shaping the nature of social development and social problems, and how social work fits into broader relief and development policies, programs, and practice will be examined. Students will learn to critically examine and evaluate major theoretical models and approaches to social services and programs in different cultural, socio-economic, and political contexts. Emphasis will be also placed on cultural competence and ethics of participating in international social work, including a focus on human rights frameworks and an exploration of the dangers of exporting the social welfare and social work solutions from most developed nations to least developed countries. Using case examples, the course will provide opportunities for students to deepen their understanding of the complex social, economic, political, national, and international factors that influence responses to poverty and income inequality, health disparities and public health crises, low status of women/gender discrimination, migration and refugee resettlement, conflict and violence, and other social issues.

L. Ismayilova (<http://ssascholars.uchicago.edu/l-ismayilova>)

*63512. Power and Inequality: The Civil Rights Movement*

This course will examine the dynamics of the Civil Rights Movement from roughly World War II to the 1980's. We will be especially concerned with its implications for social policy, its impact on other movements for social justice, its impact on how Americans think about inequality, and its relationship to social work values.

N. Beechum (<http://ssa.uchicago.edu/nicole-beechum>)

*63700. Acceptance and Commitment Therapy*

Acceptance and commitment therapy (ACT) is an example of what is commonly referred to as a third wave behavioral therapy. It is unique in its development in that it was derived from some of the implications of basic research on the function of verbal behavior. This approach suggests that psychological distress is the result of how humans relate to their psychological experience rather than the result of a mental or even biological pathology. ACT assists clients in differentiating between those aspects of life where the only viable stance is that of acceptance and willingness and those where action is required, given their desire to live meaningfully. In doing so, clients fundamentally shift from having their lives about their past and their problems to a life about their values and their future.

This class is intended to provide students with a comprehensive overview of and practice with the principles of ACT. To that end, via lecture, experiential exercises, role play and a self-change project, participants will be presented with the underlying theory (Relation Frame Theory) and assumptions of ACT, an ACT conceptualization of human suffering, a model of psychological rigidity and flexibility, and the six basic clinical processes. ACT emphasizes experiential knowledge over intellectual ascent. To that end, participants should anticipate numerous individual and group activities and exercises aimed at providing first-person experience with the processes and outcomes associated with the practice of living.

P. Holmes (<http://ssa.uchicago.edu/paul-holmes>)

*63800. Program Evaluation in International Settings*

Increasing demand for transparency and accountability in the field of international development has heightened the need for evaluation of effectiveness and impact of programs. This course will examine principles, methods and practices of evaluating social programs and services in the international settings. This course focuses on types of evaluation, evaluation design and theory, measurement, sampling, data collection, ethics and politics in evaluation, data analysis, and utilization of findings. The course emphasizes involving agency and client constituencies in the development, implementation and dissemination of evaluation efforts.

Students in this course will become familiar with various forms of evaluation and acquire the technical skills necessary for their development, design and execution of program evaluation in the international context. Specifically, students will discover methods for crafting evaluation questions, designing instruments, sampling and data gathering to achieve good response rates, data analysis and presentation of evaluation findings in culturally diverse and low-resource settings.

L. Ismayilova (<http://ssascholars.uchicago.edu/l-ismayilova>)

63900. *Male Roles and Life Course Development in Family, Community, and Civil Society*

This course examines the range and diversity of male social roles assumed by boys, adolescent males, and adult men within U.S. families, communities and society. As a nation of immigrants, political and religious refugees and descendants of African slaves, nativity and cultural origins of families residing in the United States often influence and potentially clash with historical and evolving American ideals and notions about normative male social roles within an evolving multi-racial and multi-cultural society. With respect to male social roles in families residing in the United States, particular attention is given to how race and/or ethnicity, citizenship and generational status, residence duration and stability, social class status and cultural expectations affect the assumption and performance of expected male social roles.

Definitions of family and an overview of family structures are initially examined, followed by a developmental examination on male social roles within families and how boyhood, adolescent and adult male social roles are affected by family structure, socio-economic status, historical and cultural family origins, citizenship status, and individual/family engagement with the broader society. The succeeding component of the course examines male social roles within neighborhood and community contexts and how boyhood, adolescent and adult male social roles external to the family are influenced by engagement within these contexts. The final component of the course examines civic engagement and societal male social roles assumed by boys, adolescent and adult males.

W. Johnson (<http://ssascholars.uchicago.edu/w-johnson>)

64400. *Spanish Language and Culture for Social Workers*

This advanced language course helps students better understand and communicate with their Hispanic clients by providing instruction about connections between Spanish language and Hispanic culture. We will examine how institutions-family, religion, government-along with differences in class and region inform communication in the Hispanic community. We will explore communicative strategies that teach students how to adapt phonetics, formality, and diction for specific rhetorical situations. We will practice these strategies and reinforce cultural instruction in experiential learning activities that put students in direct contact with native speakers. **Prerequisites:** One year of college-level Spanish or successful completion of proficiency exam. In addition, during Winter quarter, interested students will complete a 20-minute assessment interview with the instructor which may also include a brief written component to determine level of fluency. Consent of the instructor will be required for course registration.

V. Moraga (<https://ssa.uchicago.edu/veronica-moraga>)

64500. *Psychodynamic Intervention for Clients with Challenging Mental Health Issues*

This course will focus on a psychodynamic perspective on the treatment of clients who most social workers find challenging because of the severity of their emotional problems, their disturbing way of relating to the worker or the way their situations exacerbate their emotional difficulties.

Specific psychodynamic approaches to schizophrenia, bipolar disorder, borderline disorders, narcissistic personalities, antisocial personalities, trauma victims, and anxiety disorders, will be discussed. The focus throughout the course will be on the countertransference challenges that workers struggle with in dealing with these challenging clients and their situations.

E. Ornstein (<https://ssa.uchicago.edu/eric-ornstein>)

*64600. Quality Monitoring and Improvement for the Social Services*

This course has three primary foci: 1) How to help social service agencies monitor their programs for quality, 2) how to help social service agencies improve services when quality problems are recognized, and 3) how to develop organizational cultures that support the delivery of quality social services. It helps prepare clinicians for participating in quality monitoring and improvement in social service agencies. It helps social administration students prepare for the role of a quality manager (e.g., Director of Quality, Quality Improvement). The course primarily draws from the quality sciences and applies this work to the social service context, often using the student's field placement as the context for learning.

C. McMillen (<http://ssascholars.uchicago.edu/c-mcmillen>)

*64700. Organizing Coalitions for Change: Growing Power and Social Movements*

Coalitions are building blocks of social movements, often bringing people together across race, class, faith, and ethnicity to build the power required to make social change. Coalitions address local, state, national, and international policies, as well as public and private sector matters. They are employed successfully, or not, from the far left to the far right. They vary widely, engaging people from very grassroots and local communities to civic, faith, labor, business, and political leadership. At times spontaneously precipitated, at times methodically built, effective coalitions can change the fundamental relationships in our society, change society, and challenge what we know or think we know.

This course will examine the conceptual models of diverse coalitions formed to impact social, legal, and political structures. We will explore the strengths and limitations of coalitions, and their impact upon low income and oppressed communities. We will study recent examples to stop public housing displacement, end police misconduct, halt deportations, and seek fair tax reform. We will explore the role of coalitions in changing political machines. We will also investigate the use and impact of coalitions in building relations between racial, religious, and ethnic groups. Students' capacity to engage in and evaluate coalitions will develop as we consider their short and long range visions, goals, strategies, and tactics, including the different methods employed to organize, lead, and manage coalitions. We will meet with an array of coalition leaders and organizers and provide students with first-hand opportunities to observe coalitions and participate as desired and appropriate. As part of class exercises, students will "create" coalitions to address an identified need for social change.

J. Ramsey (<http://www.ssa.uchicago.edu/jane-ramsey>)

*65200. Current Topics in Aging and Long-Term Care: Implications for Practice*

In this course we will examine systems of care along the aging continuum, how these systems are influenced by our current political climate, and the potential for future expansion along with demographic need. We will pay special attention to issues around long-term care for those with dementia related illnesses and other chronic conditions. Implications for clinical practice will be emphasized.

S. Gordon (<http://ssa.uchicago.edu/Stacey-Gordon>)

*65500. Harm Reduction at the Intersection of Policy, Program, and Clinical Practice*

This course will provide an overview of the theories, clinical approaches and reality based intervention strategies of U.S. based Harm Reduction theory. Beginning as a political response to the AIDS Epidemic, this set of practices can be as controversial as Syringe Exchange and mundane as seat belts in cars. This course will explore the lived experiences of the most marginalized clients and offer students an opportunity to think through the necessary partnership of multi-threshold (macro) program design and clinical responses (micro) to supporting our most vulnerable community.

S. Hassan (<http://ssa.uchicago.edu/shira-hassan>)

## DOCTORAL LEVEL COURSES

*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 class 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. Examples will be drawn from populations of traditional concern within social welfare policy and social work practice.

S. Hans (<http://ssascholars.uchicago.edu/s-hans>)

*53500. Dissertation Proposal Seminar*

This seminar focuses on the development and discussion of dissertation proposals. Over the course of the year, students will attend 15 two-hour workshops devoted to: 1) formulating and refining research questions, 2) clearly presenting a methodological strategy, theoretical grounding, and relevant literature review, and 3) building a committee that will provide ongoing intellectual support. It is expected that each student will produce successively more complete documents, leading to full proposals, over the course of three quarters. Before the end of the year, each student will present a pre-circulated draft proposal for discussion and feedback.

J. Marsh (<http://ssascholars.uchicago.edu/j-marsh>)

*54000. Statistical Research Methods I*

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.

Y. Choi (<http://ssascholars.uchicago.edu/y-choi>)

*54100. Statistical Research Methods II*

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.

Y. Choi (<http://ssascholars.uchicago.edu/y-choi>)

*54400. Informal Helping Systems in Low Income Communities*

This course examines the structure and function of social networks in low-income communities. Informal social ties are an important source of information, support, status, and normative influence that can help low-income families cope with and move out of impoverished conditions. The course will examine social psychological and sociological approaches to studying informal helping 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 of embeddedness in social networks, and we will examine the conditions and characteristics of social ties and networks that facilitate and complicate economic and social life in low-income communities. The course will expose students to an interdisciplinary and diverse set of readings, drawn from the fields of urban poverty studies, economic sociology, family studies, and social psychology.

J. Henly (<http://ssascholars.uchicago.edu/j-henly>)

*54900. Research Methods for Social Work*

This course helps prepare doctoral students to design research that contributes to both theory and practice. The course is organized around three key types of validity (internal, measurement, and external) that are critical to conducting high quality research, regardless of research method. Topics include middle-range theory, linking theory and data, measuring theoretical constructs, the logic of causal analysis, model specification, field experimentation, multiple indicator models, and sample selection bias. 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.

S. Lambert (<http://ssascholars.uchicago.edu/s-lambert>)

*55200. The Profession of Social Work*

This seminar will consider the development of social work as a profession since the late 19th century. How and why did social work emerge as a profession? In what ways did developments in political and moral philosophy, philanthropy, social science theory, the growth of the welfare state, the development of other professions, and various political and economic forces shape the social work enterprise? This will include an examination of the attempts over the past century to define what social

work is, and what it is not. Is there a “mission” for the social work profession and, if so, what is it? What has been the role of social work education and research in the development of the profession? The seminar will also involve an examination of selected issues facing the profession today. The pursuit of answers to these questions will involve extensive reading and discussion of competing histories of the profession and seminal works by leaders in the field.

M. Courtney (<http://ssascholars.uchicago.edu/m-courtney>)

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

H. Pollack (<http://ssascholars.uchicago.edu/h-pollack>)

55800. *Perspectives on Social Welfare Politics*

This seminar introduces students to theoretical and empirical approaches to understanding the politics of poverty and inequality, the relationship between state and market structures, and the politics of social policy reform. Seminar readings highlight some of the seminal work on the politics and policies of the welfare state. They also bring historical and international perspectives to bear on contemporary policy problems in the U.S. Each year, the seminar will focus on selected problems or policies relevant to poverty and inequality. For example, discussion may take up questions concerning the role of social entitlements, conditioning benefits on work, inclusion of marginalized populations, and/or strategies for advancing social reform and administrative justice.

E. Brodtkin (<http://ssascholars.uchicago.edu/e-brodtkin>)

56201. *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, political science and urban studies. 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 (<http://ssascholars.uchicago.edu/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, group analysis, 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. Samuels (<http://ssascholars.uchicago.edu/g-samuels>)

56801. *Doctoral Workshop on Theory in Social Work Research*

This workshop will provide SSA doctoral students with the opportunity to examine 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.

S. Hans (<http://ssascholars.uchicago.edu/s-hans>)

57700. *Agencies and Interventions*

A description of this course will be available online after September 15, 2014.

S. Carr (<http://ssascholars.uchicago.edu/e-carr>)

59900. *Individual Readings and Research*

## **Staff**



# FACULTY PUBLICATIONS

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## BORDEN, WILLIAM

SSA Scholar Page (<http://ssascholars.uchicago.edu/w-borden>)

Senior Lecturer. B.A., Indiana; A.M., Ph.D., Chicago. Fields of Special Interest: contemporary psychodynamic theory, research, and practice; comparative psychotherapy; integrative approaches to psychosocial intervention; neuroscience; developmental psychology; narrative psychology; psychology of religion; clinical social work practice; role of humanities in social work education.

### Selected publications:

- Borden, William. In press. Contemporary object relations psychology: Theory, research, and practice. In *Social Workers' Desk Reference*, Laura Hopson, ed. New York: Oxford University Press.
- Borden, William. In press. Integrative perspectives in psychosocial intervention. In *Social Workers' Desk Reference*, Laura Hopson, ed. New York: Oxford University Press.
- Borden, William. In press. Relational perspectives in contemporary psychodynamic thought. In *Social Workers' Desk Reference*, Laura Hopson, ed. New York: Oxford University Press.
- Borden, William. In press. Theoretical pluralism and integrative perspectives in social work practice. In *Social Workers' Desk Reference*, Laura Hopson, ed. New York: Oxford University Press.
- Borden, William. In press. Theory and the reflective practitioner. In *Multi-Theoretical Social Work: Translating Theories for Social Work Practice*, James Forte, ed. New York: Routledge.
- Borden, William. 2013. Experiments in adapting to need: Pragmatism as orienting perspective in clinical social work. *Journal of Social Work Practice* 27(3): 259-71.
- Borden, William. 2012. Case report of child with visual hallucination. In *Hallucinations*, Oliver Sacks, New York: Knopf.
- Borden, William, and James J. Clark. 2012. Psychodynamic theory, research, and practice: Implications for evidence-based intervention. In *From Task-Centered Social Work to Evidence-Based and Integrative Practice: Reflections on History and Implementation*, Tina Rzepnicki, Stanley McCracken, and Harold Briggs, eds. Chicago: Lyceum Books.
- Borden, William. 2010. Introduction. In *Reshaping Theory in Contemporary Social Work: Toward a Critical Pluralism in Clinical Practice*, William Borden, ed. New York: Columbia University Press.
- Borden, William. 2010. Taking multiplicity seriously: Pluralism, pragmatism, and integrative perspectives in social work practice. In *Reshaping Theory in Contemporary Social Work: Toward a Critical Pluralism in Clinical Practice*, William Borden, ed. New York: Columbia University Press.

- Borden, William. 2010. Theory and practice in contemporary social work: Orienting perspectives. In *Reshaping Theory in Contemporary Social Work: Toward a Critical Pluralism in Clinical Practice*, William Borden, ed. New York: Columbia University Press.
- Borden, William. 2009. *Contemporary Psychodynamic Theory and Practice: Toward a Critical Pluralism in Clinical Practice*. Chicago: Lyceum Books.
- Clark, James J., and William Borden. 2009. A new language for child psychotherapy: A response to Jerald Kay. *Journal of Loss and Trauma* 14(4): 304-14.

## BOURIS, ALIDA

SSA Scholar Page (<http://ssascholars.uchicago.edu/a-bouris>)

Assistant Professor. B.A. University of California at Berkeley; M.S.W., M.Phil., Ph.D., Columbia University School of Social Work. Fields of Special Interest: HIV and STI prevention among sexual minority and heterosexual youth; primary and secondary adolescent pregnancy prevention; family-based interventions; parental influences on adolescent health; health disparity research; sexuality and reproductive health; evidence-based practice.

### Selected publications:

- Schneider, John, and Alida Bouris. In press. Emerging and innovative biomedical, behavioral and structural prevention strategies for HIV positive gay men. In *Understanding Prevention for HIV Positive Gay Men: Innovative Approaches in Addressing the AIDS Epidemic*, Leo Wilton, ed. New York: Springer Publishing.
- McFadden, Rachel B., Alida M. Bouris, Dexter R. Voisin, Nancy R. Glick, and John Schneider. 2014. Dynamic social support networks of younger Black men who have sex with men with new HIV infection. *AIDS Care* 26(10): 1275-82.
- Bouris, Alida, Dexter Voisin, Molly Pilloton, Natasha Flatt, Rebecca Eavou, Kisha Hampton, Lisa Kuhns, Milton Eder, and John Schneider. 2013. Project nGage: Network supported HIV care engagement for younger black men who have sex with men and transgender persons. *Journal of AIDS & Clinical Research* 4(9): 236.
- Bouris, Alida, and Vincent Guilamo-Ramos. 2012. Writing strategies for school-based social workers. In *The Columbia Guide to Social Work Writing*, Barbara Simon and Warren Green, eds. New York: Columbia University Press.
- Bouris, Alida, Vincent Guilamo-Ramos, Kevin Cherry, Patricia Dittus, Shannon Michael, and Kari Gloppen. 2012. Preventing rapid repeat births among Latina adolescents: The role of parents. *American Journal of Public Health* 102(10): 1842-47.
- Guilamo-Ramos, Vincent, Alida Bouris, Jane Lee, Katharine McCarthy, Shannon L. Michael, Seraphine Pitt-Barnes, and Patricia Dittus. 2012. Paternal influences on adolescent sexual risk behaviors: A structured literature review. *Pediatrics* 130(5): e1313-25.
- Schneider, John, Stuart Michaels, and Alida Bouris. 2012. Family network proportion and HIV risk among black men who have sex with men. *Journal of Acquired Immune Deficiency Syndromes* 61(5): 627-35.
- Bouris, Alida, Vincent Guilamo-Ramos, James Jaccard, Michelle Ballan, Catherine A. Lesesne, and Bernardo Gonzalez. 2012. Early adolescent romantic

relationships and maternal approval among inner city Latino families. *AIDS and Behavior* 16(6): 1570-83.

- Guilamo-Ramos, Vincent, Alida Bouris, James Jaccard, Bernardo Gonzalez, Wanda McCoy, and Diane Aranda. 2011. A parent-based intervention to reduce sexual risk behavior in early adolescence: Building alliances between physicians, social workers, and parents. *Journal of Adolescent Health* 48(2): 159-63.
- Guilamo-Ramos, Vincent, James Jaccard, Patricia Dittus, Alida Bouris, Bernardo Gonzalez, Eileen Casillas, and Stephen Banspach. 2011. A comparative study of interventions for delaying the initiation of sexual intercourse among Latino and black youth. *Perspectives on Sexual and Reproductive Health* 43(4): 247-54.
- Guilamo-Ramos, Vincent, Patricia Dittus, Ian Holloway, Alida Bouris, and Linda Crossett. 2011. An integrated framework for the analysis of adolescent cigarette smoking in middle school Latino youth. *Youth and Society* 43(1): 193-224.
- Bouris, Alida, Vincent Guilamo-Ramos, Angela Pickard, Cheng-Shi Shiu, Penny S. Loosier, Patricia Dittus, Kari Gloppen, and J. Michael Waldmiller. 2010. A systematic review of parental influences on the health and well-being of lesbian, gay and bisexual youth: Time for a new public health research and practice agenda. *Journal of Primary Prevention* 31(5-6): 273-309.
- Bouris, Alida, Vincent Guilamo-Ramos, James Jaccard, Wanda McCoy, Diane Aranda, Angela Pickard, and Cherrie B. Boyer. 2010. The feasibility of a clinic-based parent intervention to prevent HIV, sexually transmitted infections, and unintended pregnancies among Latino and African American adolescents. *AIDS Patient Care and STDs* 24(6): 381-87.
- Guilamo-Ramos, Vincent, James Jaccard, Patricia Dittus, Bernardo Gonzalez, Alida Bouris, and Stephen Banspach. 2010. The Linking Lives Health Education Program: A randomized clinical trial of a parent-based tobacco use prevention program for African American and Latino youths. *American Journal of Public Health* 100(9): 1641-47.
- Guilamo-Ramos, Vincent, Alida Bouris, and Susan M. Gallego. 2010. Latinos and HIV: A framework to develop evidence-based strategies. In *Handbook of HIV and Social Work: Principles, Practice, and Populations*, Cynthia C. Poindexter, ed. 291-309. Hoboken, NJ: John Wiley and Sons.
- Jaccard, James, Vincent Guilamo-Ramos, Alida Bouris, and Patricia Dittus. 2010. A three-process system of parental monitoring and supervision. In *Parental Monitoring of Adolescents: Current Perspectives for Researchers and Practitioners*, Vincent Guilamo-Ramos, James Jaccard, and Patricia Dittus, eds. 198-226. New York: Columbia University Press.
- Padilla, Mark B., Vincent Guilamo-Ramos, Alida Bouris, and Armando Matiz Reyes. 2010. HIV/AIDS and tourism in the Caribbean: An ecological systems perspective. *American Journal of Public Health* 100(1): 70-7.
- Flicker, Sarah, Vincent Guilamo-Ramos, and Alida Bouris. 2009. Commentaries on abstinence-plus programs for HIV infection prevention in high-income countries. *Evidence-Based Child Health: A Cochrane Review Journal* 4(2): 821-5.

- Guilamo-Ramos, Vincent, and Alida Bouris. 2009. Latino youth: Preventing HIV-infection: A brief guide for providers. AIDS Project Los Angeles, Los Angeles, CA, and César E. Chávez Institute, San Francisco, CA.
- Guilamo-Ramos, Vincent, and Alida Bouris. 2009. Working with parents to promote healthy adolescent sexual development. *The Prevention Researcher* 16(4): 7-11.
- Guilamo-Ramos, Vincent, Alida Bouris, James Jaccard, Catherine Lesesne, and Michelle Ballan. 2009. Familial and cultural influences on sexual risk behaviors among Mexican, Puerto Rican, and Dominican youth. *AIDS Education and Prevention* 21(5 Suppl): 61-79.
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- Soletti, Asha Banu, Vincent Guilamo-Ramos, Denise Burnette, Shilpi Sharma, and Alida Bouris. 2009. India-U.S. collaboration to prevent adolescent HIV infection: The feasibility of a family-based HIV-prevention intervention for rural Indian youth. *Journal of the International AIDS Society* 12(1): 35. doi:10.1186/1758-2652-12-35.

BRODKIN, EVELYN Z.

SSA Scholar Page (<http://ssascholars.uchicago.edu/e-brodкин>)

Associate Professor. M.P.A., Northeastern; Ph.D., MIT. Fields of Special Interest: public policy; politics of the welfare state; public management; social politics; policy delivery and implementation.

**Selected publications:**

- Brodкин, Evelyn Z. In press. Workfare. In *Oxford Bibliographies Online in Social Work*, Edward Mullen, ed. New York: Oxford University Press.
- Brodкин, Evelyn Z. 2013. Commodification, inclusion, or what? Workfare in everyday organizational life. In *Work and the Welfare State: Street-Level Organizations and Workfare Politics*, Evelyn Z. Brodкин and Gregory Marston, eds. Washington, DC: Georgetown University Press.
- Brodкин, Evelyn Z. 2013. Street-level organizations and the welfare state. In *Work and the Welfare State: Street-Level Organizations and Workfare Politics*, Evelyn Z. Brodкин and Gregory Marston, eds. Washington, DC: Georgetown University Press.
- Brodкин, Evelyn Z. 2013. Work and the welfare state. In *Work and the Welfare State: Street-Level Organizations and Workfare Politics*, Evelyn Z. Brodкин and Gregory Marston, eds. Washington, DC: Georgetown University Press.
- Brodкин, Evelyn Z. 2013. Work and the welfare state reconsidered: Street-level organizations and the global workfare project. In *Work and the Welfare State: Street-Level Organizations and Workfare Politics*, Evelyn Z. Brodкин and Gregory Marston, eds. Washington, DC: Georgetown University Press.
- Brodкин, Evelyn Z., and Flemming Larsen. 2013. Changing boundaries: The policies of workfare in the U.S. and Europe. *Poverty and Public Policy*.

- Brodtkin, Evelyn Z., and Flemming Larsen. 2013. The Policies of workfare: At the boundaries between work and the welfare state. In *Work and the Welfare State: Street-Level Organizations and Workfare Politics*, Evelyn Z. Brodtkin and Gregory Marston, eds. Washington, DC: Georgetown University Press.
- Brodtkin, Evelyn Z., and Gregory Marston, eds. 2013. *Work and the Welfare State: Street-level Organizations and Workfare Politics*. Washington, DC: Georgetown University Press.
- Brodtkin, Evelyn Z. 2012. Les agents de terrain: Entre politique et action publique (Street-level organizations: Between politics and public action). *Sociologies Pratiques* 1(24): 10-18.
- Brodtkin, Evelyn Z. 2011. Putting street-level organizations first: New directions for social policy and management research. *Journal of Public Administration Research and Theory* 21(Suppl 2): 199-201.
- Brodtkin, Evelyn Z. 2011. Policy work: Street-level organizations under new managerialism. *Journal of Public Administration Research and Theory* 21(Suppl 2): 253-77.
- Brodtkin, Evelyn Z., and Malay Majmundar. 2010. Administrative exclusion: Organizations and the hidden costs of welfare claiming. *Journal of Public Administration Research and Theory* 20(4): 827-48.
- Brodtkin, Evelyn Z. 2009. The politics and governance of workfare in the U.S. In *The New Governance and Implementation of Labour Market Policies*, Flemming Larsen and Rik VanBerkel, eds. Portland, OR: DJØF Publishing.
- Brodtkin, Evelyn Z. 2009. Human service organizations and the politics of practice. In *Human Services as Complex Organizations*, Yeheskel Hasenfeld, ed. Thousand Oaks, CA: Sage Publications.
- Brodtkin, Evelyn Z. 2009. Social policy and management in the United States: The uncertain politics of reform. In *La Gerencia Pública en América del Norte: Tendencias Actuales de la Reforma Administrativa en Canadá, Estados Unidos y México*, Mariá del Carmen Pardo and Ernesto Velasco Sanchez, eds. (Public Management in North America: Contemporary Trends in Administrative Reform in Canada, the United States and Mexico). Mexico City: Fondo de Cultura Económica.

## CARR, E. SUMMERSON

SSA Scholar Page (<http://ssascholars.uchicago.edu/e-carr>)

Associate Professor. B.S., M.A., M.S.W., Ph.D., Michigan. Fields of Special Interest: the anthropology of social work; therapeutic language and metalanguage; cultural and social theory; drug use and treatment; ethnographic methods; gender and sexuality; personhood; semiotics and sociolinguistics.

### **Selected publications:**

- Carr, E. Summerson, and Yvonne Smith. 2014. The poetics of therapeutic practice: Motivational interviewing and the powers of pause. *Culture, Medicine, and Psychiatry* 38(1): 83-114.
- Carr, E. Summerson. 2013. Signs of sobriety: Rescripting American addiction counseling. In *Addiction Trajectories*, Eugene Raikhel and William Garriott, eds. Durham, NC: Duke University Press.

- Carr, E. Summerson. 2013. "Signs of the times": Confession and the semiotic production of inner truth. *Journal of the Royal Anthropological Institute* 19(1): 34-51.
- Carr, E. Summerson. 2011. *Scripting Addiction: The Politics of Therapeutic Talk and American Sobriety*. Princeton, NJ: Princeton University Press.
- Carr, E. Summerson. 2010. Enactments of expertise. *Annual Review of Anthropology* 39: 17-32.
- Carr, E. Summerson. 2010. Qualifying the qualitative social work interview: A linguistic anthropological approach. *Qualitative Social Work* 10(1): 123-43.
- Carr, Summerson. 2009. Anticipating and inhabiting institutional identities. *American Ethnologist* 36(2): 317-36.

## CHASKIN, ROBERT J.

SSA Scholar Page (<http://ssascholars.uchicago.edu/r-chaskin>)

Associate Professor. B.S., Northwestern; 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; crossnational research.

### Selected publications:

- Chaskin, Robert J. In press. Neighborhood data and locally driven community change. In *Strengthening Communities with Neighborhood Data*, Claudia Coulton and Tom Kingsley, eds. Washington, DC: Urban Institute Press.
- Khare, Amy T., Mark L. Joseph, and Robert J. Chaskin. 2014. The enduring significance of race in mixed-income developments. *Urban Affairs Review*. doi:10.1177/1078087414537608.
- Chaskin, Robert J. 2013. Integration and exclusion: Urban poverty, public housing reform, and the dynamics of neighborhood restructuring. *Annals of the American Academy of Political and Social Science* 647(1): 237-67.
- Chaskin, Robert J., and David M. Greenberg. 2013. Between public and private action: Neighborhood organizations and local governance. *Nonprofit and Voluntary Sector Quarterly*. doi:10.1177/0899764013510407.
- Chaskin, Robert J., and Mark L. Joseph. 2013. "Positive" gentrification, social control, and the "right to the city" in mixed-income communities: Uses and expectations of space and place. *International Journal of Urban and Regional Research* 37(2): 480-502.
- Chaskin, Robert J., Florian Sichling, and Mark L. Joseph. 2013. Youth in mixed-income communities replacing public housing complexes: Context, dynamics and response. *Cities*.
- Fraser, James C., Robert J. Chaskin, and Joshua Theodore Bazuin. 2013. Making mixed-income neighborhoods work for low-income households. *Cityscape* 15(2): 83-100.
- Chaskin, Robert J. 2012. Theories of community. In *The Handbook of Community Practice*, 2nd ed., Marie Weil, Michael S. Reisch, and Mary L. Ohmer, eds. Thousand Oaks, CA: Sage Publications.

- Chaskin, Robert, Amy Khare, and Mark Joseph. 2012. Participation, deliberation, and decision-making: The dynamics of inclusion and exclusion in mixed-income developments. *Urban Affairs Review* 48(6): 863-906.
- Chaskin, Robert J., Mark L. Joseph, Sara Voelker, and Amy Dworsky. 2012. Public housing transformation and resident relocation: Comparing destinations and household characteristics in Chicago. *Cityscape* 14(1): 183-214.
- Chaskin, Robert, and Mikael Karlstrom. 2012. *Beyond the neighborhood: Policy engagement and systems change in the New Communities Program*. New York: MDRC.
- Joseph, Mark L., and Robert J. Chaskin. 2012. Mixed-income developments and low rates of return: Insights from relocated public housing residents in Chicago. *Housing Policy Debate* 22(3): 377-405.
- McCormick, Naomi J., Mark L. Joseph, and Robert J. Chaskin. 2012. The new stigma of relocated public housing residents: Challenges to social identity in mixed-income developments. *City and Community* 11(3): 285-308.
- Sites, William, Robert J. Chaskin, and Virginia Parks. 2012. Reframing community practice for the 21st century: Multiple traditions, multiple challenges. In *The Community Development Reader*, 2nd ed., James deFillipis and Susan Saegert, eds. New York: Routledge.
- Chaskin, Robert J., and Mark L. Joseph. 2011. Social interaction in mixed-income developments: Relational expectations and emerging reality. *Journal of Urban Affairs* 33(2): 209-37.
- Chaskin, Robert J. 2010. The Chicago School: A context for youth intervention, research and development. In *Youth Gangs and Community Intervention: Research, Practice, and Evidence*, Robert J. Chaskin, ed. 3-23. New York: Columbia University Press.
- Chaskin, Robert J., ed. 2010. *Youth Gangs and Community Intervention: Research, Practice, and Evidence*. New York: Columbia University Press.
- Chaskin, Robert J., and Mark L. Joseph. 2010. Building "community" in mixed-income developments: Assumptions, approaches, and early experiences. *Urban Affairs Review* 45(3): 299-335.
- Greenberg, David, Nandita Verma, Keri-Nicole Dillman, and Robert Chaskin. 2010. *Creating a platform for sustained neighborhood improvement: Interim findings from Chicago's New Communities Program*. New York: MDRC.
- Joseph, Mark, and Robert Chaskin. 2010. Living in a mixed-income development: Resident perceptions of the benefits and disadvantages of two developments in Chicago. *Urban Studies* 47(11): 2347-66.
- Chaskin, Robert J. 2009. Building community capacity for children, youth, and families. *Children Australia* 34(1): 31-39.
- Chaskin, Robert J. 2009. Toward a theory of change in community-based practice with youth: A case-study exploration. *Children and Youth Services Review* 31(10): 1127-34.

CHOI, YOONSUN

SSA Scholar Page (<http://ssascholars.uchicago.edu/y-choi>)

Associate Professor. B.A., Ewha University (Korea); M.S.S.W., Texas–Austin; Ph.D., Washington–Seattle. 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; quantitative research methods.

**Selected publications:**

- Choi, Yoonsun. 2014. Moving forward: Asian Americans in the discourse of race and social problems. *Race and Social Problems*, Special Issue on “Asian Americans.” doi:10.1007/s12552-014-9113-6.
- Choi, Yoonsun, Kevin Poh Hiong Tan, Miwa Yasui, and Dina Drankus Pekelnicky. 2014. Race-ethnicity and culture in the family and youth outcomes: Test of a path model with Korean American youth and parents. *Race and Social Problems* 6(1): 69-84.
- Choi, Yoonsun, You Seung Kim, Su Yeong Kim, and Irene J.K. Park. 2013. Is Asian American parenting controlling and harsh? Empirical testing of relationships between Korean American and Western parenting measures. In “Tiger Parenting, Asian-Heritage Families, and Child/Adolescent Well-Being,” special issue, *Asian American Journal of Psychology* 4(1): 19-29.
- Choi, Yoonsun, You Seung Kim, Dina D. Pekelnicky, and Hyun J. Kim. 2013. Preservation and modification of culture in family socialization: Development of parenting measures for Korean immigrant families. *Asian American Journal of Psychology* 4(2): 143-54. (NIHMSID# 358897).
- Choi, Yoonsun. 2012. Asian-American youth. In *Oxford Bibliographies Online: Social Work*, Edward Mullen, ed. New York: Oxford University Press.
- Choi, Yoonsun. 2012. Korean Americans. In *Oxford Bibliographies Online: Social Work*, Edward Mullen, ed. New York: Oxford University Press.
- Choi, Yoonsun, Michael He, Todd I. Herrenkohl, Richard F. Catalano, and John W. Toumbourou. 2012. Multiple identification and risks: Examination of peer factors across multiracial and single-race youth. *Journal of Youth and Adolescence* 41(7): 847-62. (PMC22395776)
- Choi, Yoonsun. 2011. Risk factors for problem behaviors and conduct disorders among Asian American children and youth. In *Asian American and Pacific Islander Children and Mental Health*, Vol. 2: Prevention and Treatment, Frederick T. L. Leong, Linda Juang, Desiree B. Qin, and Hiram E. Fitzgerald, eds. Santa Barbara, CA: ABC-CLIO.
- Choi, Yoonsun, and You Seung Kim. 2010. Acculturation and the family: Core vs. peripheral changes among Korean Americans. *Journal of Studies of Koreans Abroad* 21: 135-90. (PMC3148822)

COURTNEY, MARK E.

SSA Scholar Page (<http://ssascholars.uchicago.edu/m-courtney>)  
 Professor. B.A., University of California, Berkeley; M.A., John F. Kennedy University; M.S.W., Ph.D., University of California, Berkeley. Fields of Special Interest: welfare reform; child welfare services such as child protection, foster care, group care, and adoption; and the professionalization of social work.

### Selected publications:

- Courtney, Mark E., Michael Pergamit, Maria Woolverton, and Marla McDaniel. 2014. Challenges to learning from experiments: Lessons from evaluating independent living services. In *From Evidence to Outcomes in Child Welfare: An International Reader*, Aron Shlonsky and Rami Benbenishty, eds. New York: Oxford University Press. doi:10.1093/acprof:oso/9780199973729.003.0007.
- Greeson, Johanna K.P., Antonio R. Garcia, Minseop Kim, and Mark E. Courtney. 2014. Foster youth and social support: The first RCT of independent living services. *Research on Social Work Practice*. doi:10.1177/1049731514534900.
- Kruzich, Jean Marie, Joseph A. Mienko, and Mark E. Courtney. 2014. Individual and work group influences on turnover intention among public child welfare workers: The effects of work group psychological safety. *Children and Youth Services Review*, 42(7): 20-27.
- Lee, JoAnn. S., Mark E. Courtney, and Emiko Tajima. 2014. Extended foster care support during the transition to adulthood: Effect on the risk of arrest. *Children and Youth Services Review* 42: 34-42.
- Okpych, Nathaniel J., and Mark E. Courtney. 2014. Does education pay for youth formerly in foster care? Comparison of employment outcomes with a national sample. *Children and Youth Services Review* 43: 18-28.
- Ahrens, Kim R., Cari McCarty, Jane Simoni, Amy Dworsky, and Mark E. Courtney. 2013. Psychosocial pathways to sexually transmitted infection (STI) risk among youth transitioning out of foster care: Evidence from a longitudinal cohort study. *Journal of Adolescent Health*. 53(4):478-85.
- Courtney, Mark E., Amy Dworsky, and Laura Napolitano. 2013. Providing foster care for young adults: Early implementation of California's Fostering Connections Act. Chicago: Chapin Hall at the University of Chicago.
- Courtney, Mark E., Robert J. Flynn, and Joël Beaupré. 2013. Overview of out of home care in the USA and Canada. *Psychosocial Intervention* 22(3): 163-73.
- Dworsky, Amy, Kym Ahrens, and Mark Courtney. 2013. Health insurance coverage and use of family planning services among current and former foster youth: Implications of the health care reform law. *Journal of Health Politics, Policy and Law* 38(2): 421-39.
- Dworsky, Amy, Laura Napolitano, and Mark E. Courtney. 2013. Homelessness during the transition from foster care to adulthood. *American Journal of Public Health*. 103(S2): S318-S323.
- Hook, Jennifer L., and Mark E. Courtney. 2013. Former foster youth as fathers: Risk and protective factors predicting father-child contact. *Family Relations* 62(4): 571-83.
- Ryan, Joseph P., Abigail B. Williams, and Mark E. Courtney. 2013. Adolescent neglect, juvenile delinquency and the risk of recidivism. *Journal of Youth and Adolescence* 42(3):454-65.
- Salazar, Amy M., Thomas E. Keller, L. Kris Gowen, and Mark E. Courtney. 2013. Trauma exposure and PTSD among older adolescents in foster care. *Social Psychiatry and Psychiatric Epidemiology* 48(4): 545-51.

- Ahrens Kym R., Katon Wayne, Carolyn McCarty, Laura P. Richardson, and Mark E. Courtney. 2012. Childhood sexual abuse and having sex for money: A prospective evaluation among a population of adolescents aging out of foster care. *Child Abuse & Neglect* 36(1):75-80.
- Courtney, Mark E., and Jennifer L. Hook. 2012. Evaluation of the impact of enhanced parental legal representation on the timing of permanency outcomes for children in foster care. *Children and Youth Services Review* 34(7): 1337-43.
- Courtney, Mark E., and Jennifer L. Hook. 2012. Timing of exits to legal permanency from out-of-home care: The importance of systems and implications for assessing institutional accountability. *Children and Youth Services Review* 34(12): 2263-72.
- Courtney, Mark E., Jennifer L. Hook, and JoAnn S. Lee. 2012. Distinct subgroups of former foster youth during young adulthood: Implications for policy and practice. *Child Care in Practice* 18(4): 409-18.
- Cusick, Gretchen R., Judy Havlicek, and Mark E. Courtney. 2012. Risk for arrest: The role of social bonds in protecting foster youth making the transition to adulthood. *American Journal of Orthopsychiatry* 82(1): 19-31.
- Lee, JoAnn S., Mark E. Courtney, and Jennifer L. Hook. 2012. Formal bonds during the transition to adulthood: Extended foster care support and criminal/legal involvement. *Journal of Public Child Welfare* 6(3): 255-79.
- Mosley, Jennifer E., and Mark E. Courtney. 2012. *Partnership and the Politics of Care: Advocates' Role in Passing and Implementing California's Law to Extend Foster Care*. Chicago: Chapin Hall at the University of Chicago.
- Courtney, Mark E., JoAnn Lee, and Alfred Perez. 2011. Receipt of help acquiring life skills and predictors of help receipt among current and former foster youth. *Children and Youth Services Review* 33(12): 2442-51.
- Garcia, Antonio, and Mark E. Courtney. 2011. Prevalence and predictors of service utilization among racially and ethnically diverse adolescents in foster care diagnosed with mental health and substance abuse disorders. *Journal of Public Child Welfare* 5(5): 521-45.
- Salazar, Amy M., Thomas E. Keller, and Mark E. Courtney. 2011. Understanding social support's role in the relationship between maltreatment and depression in youth with foster care experience. *Child Maltreatment* 16(2): 102-13.
- Keller, Thomas E., Jennifer E. Blakeslee, Stephanie C. Lemon, and Mark E. Courtney. 2010. Subpopulations of older foster youths with differential risk of diagnosis for alcohol abuse or dependence. *Journal of Studies on Alcohol and Drugs* 71(6): 819-30.
- Dworsky, Amy, and Mark E. Courtney. 2010. The risk of teenage pregnancy among transitioning foster youth: Implications for extending state care beyond age 18. *Children and Youth Services Review* 32(10): 1351-56.
- Osgood, D. Wayne, E. Michael Foster, and Mark E. Courtney. 2010. Vulnerable populations and the transition to adulthood. *The Future of Children* 20(1): 209-29.
- Ahrens, Kym R., Laura P. Richardson, Mark E. Courtney, Carolyn McCarty, Jane Simoni, and Wayne Katon. 2010. Foster care experience and laboratory-confirmed

- sexually transmitted infections among female and male youth. *Pediatrics* 126(1): 97-103.
- Naccarato, Toni, Megan Brophy, and Mark E. Courtney. 2010. Employment outcomes of foster youth: The results from the Midwest Evaluation of the Adult Functioning of Foster Youth. *Children and Youth Services Review* 32(4): 551-9.
  - Dworsky, Amy, and Mark E. Courtney. 2009. Homelessness during the transition to adulthood among 19 year old former foster youth. *Child Welfare* 88(4): 23-56.
  - Courtney, Mark E. 2009. Beyond safety and permanency: Making well-being a focus of child welfare policy and practice for children in state care. *Children Australia* 24(1): 15-20.
  - Courtney, Mark E. 2009. Describing the problem: Outcomes for older youth exiting the foster care system in the U.S. In *Achieving Permanence for Older Children and Youth in Foster Care*, Benjamin Kerman, Anthony B. Maluccio, and Madelyn M. Freundlich, eds. New York: Columbia University Press.
  - Courtney, Mark E. 2009. The difficult transition to adulthood for foster youth in the U.S.: Implications for the state as corporate parent. *Social Policy Report* 23(1): 3-18.
  - Courtney, Mark E. 2009. Social policy and the transition to adulthood for foster youth in the U.S. In *From Child Welfare to Child Well-being: An International Perspective on Knowledge in the Service of Policy Making*, Sheila B. Kamerman, Shelley Phipps, and Asher Ben-Arieh, eds. New York: Springer.
  - Courtney, Mark E., Talal Dovev, and Robbie Gilligan. 2009. Looking backward to see forward clearly: A cross-national perspective on residential care. In *Residential care of children: Comparative perspectives*, Mark E. Courtney and Dorota Iwaniec, eds. New York: Oxford University Press.
  - Courtney, Mark E., and Darcy Hughes-Huering. 2009. Residential care in the United States of America: Past, present, and future. In *Residential Care of Children: Comparative Perspectives*, Mark E. Courtney and Dorota Iwaniec, eds. New York: Oxford University Press.
  - Courtney, Mark E., and Dorota Iwaniec, eds. 2009. *Residential care of children: Comparative perspectives*. New York: Oxford University Press.
  - Courtney, Mark E., and June Thoburn, eds. 2009. *Children in State Care*. Surrey, UK: Ashgate Publishing.
  - Courtney, Mark E., and Andrew Zinn. 2009. Predictors of running away from out-of-home care. *Children and Youth Services Review* 31(12): 1298-306.
  - Peters, Clark M., Amy Dworsky, Mark E. Courtney, and Harold Pollack. 2009. *Extending foster care to age 21: Weighing the costs to government against the benefits to youth*. Chicago: Chapin Hall at the University of Chicago.

EPPERSON, MATTHEW W.

SSA Scholar Page (<http://ssascholars.uchicago.edu/m-epperson>)

Assistant Professor. B.S., Central Michigan; M.S.W., Grand Valley State; M.Phil., Ph.D., Columbia. Fields of Special Interest: intervention research on co-occurring problems of HIV, substance abuse, mental illness, and criminal justice involvement,

HIV prevention and epidemiology, substance abuse and mental illness, criminal justice affected populations, use of multimedia tools in intervention development and delivery, dissemination / translational research, criminal justice content in social work education.

**Selected publications:**

- Azhar, Sameena, Kathryn Berringer, and Matthew W. Epperson. In press. A meta-analysis of HIV prevention interventions targeting women with criminal justice involvement. *Journal of the Society for Social Work and Research*.
- Canada, Kellie E., and Matthew W. Epperson. In press. The client-caseworker working relationship and its association with outcomes among mental health court participants. *Community Mental Health Journal*. doi:10.1007/s10597-014-9713-z.
- Epperson, Matthew W., Kelli Canada, Julian Thompson, and Arthur Lurigio. In press. Walking the line: Specialized and standard probation officer perspectives on supervising probationers with serious mental illnesses. *International Journal of Law & Psychiatry*.
- Epperson, Matthew W., Nancy Wolff, Robert D. Morgan, William H. Fisher, B. Christopher Frueh, and Jessica Huening. In press. Envisioning the next generation of behavioral health and criminal justice interventions. *International Journal of Law & Psychiatry*.
- Khan, Maria R., David L. Rosen, Matthew W. Epperson, Asha Goldweber, Jordana Hemberg, and Joseph Richardson. In press. Adolescent criminal justice involvement and adulthood sexually transmitted infection in a nationally-representative U.S. sample. *Journal of Urban Health*.
- Orellana, E. Roberto, Nabila El-Bassel, Louisa Gilbert, Keva M. Miller, Joseph Catania, Matthew W. Epperson, and Elwin Wu. In press. Sex trading and other HIV risks among drug-involved men: Differential associations with childhood sexual abuse. *Social Work Research*.
- Wolff, Nancy, Matthew W. Epperson, Jing Shi, Jessica Huening, Brooke E. Schumann, and Irene R. Rubinstein. In press. Mental health specialized probation caseloads: Are they effective? *International Journal of Law & Psychiatry*.
- Wolff, Nancy, Jessica Huening, Jing Shi, Brooke E. Schumann, Irene R. Sullivan, and Matthew W. Epperson. In press. Evaluating client selection and selection fidelity: Case of mental health probation supervision. *Criminal Justice and Behavior*.
- Epperson, Matthew W., Kelli E. Canada, and Arthur J. Lurigio. 2013. Mental health court: One approach for addressing the problems of persons with serious mental illnesses in the criminal justice system. In *Criminal Psychology*, Jacqueline B. Helfgott, ed. Westport, CT: Praeger Publishers.
- Epperson, Matthew W., Leslie E. Roberts, Andre Ivanoff, Stephen Tripodi, and Christy Gilmer. 2013. To what extent is criminal justice content addressed in MSW programs? *Journal of Social Work Education* 49(1): 96-107.
- Epperson, Matthew W., Julian G. Thompson, and Kelli E. Canada. 2013. Mental health courts. In *Encyclopedia of Social Work Online*, Cynthia Franklin, ed. New York: NASW Press and Oxford University Press.

- Lurigio, Arthur J., Kelli E. Canada, and Matthew W. Epperson. 2013. Crime victimization and mental illness. In *Victims of Crime*, 4th ed., Robert C. Davis, Arthur J. Lurigio, and Susan Herman, eds. Thousand Oaks, CA: Sage Publications.
- Wolff, Nancy, B. Christopher Frueh, Jessica Huening, Jing Shi, Matthew W. Epperson, Robert D. Morgan, and William H. Fisher. 2013. Looking to practice to inform the next generation of behavioral health and criminal justice interventions. *International Journal of Law and Psychiatry* 36: 1-10.
- Babchuk, Lauren C., Arthur J. Lurigio, Kelli E. Canada, and Matthew W. Epperson. 2012. Responding to probationers with mental illnesses. *Federal Probation* 72(2): 41-48.
- Khan, Maria R., and Matthew W. Epperson. 2012. Static Interference: The social network disruption of incarceration and how HIV thrives on it. *Positively Aware* 24(3): 36-7.
- Khan, Maria R., Matthew W. Epperson, Louisa Gilbert, Dawn Goddard, Timothy Hunt, Bright Sarfo, and Nabila El-Bassel. 2012. The promise of multimedia technology for STI/HIV prevention: Frameworks for understanding improved facilitator delivery and participant learning. *AIDS and Behavior* 16(7): 1949-60.
- Lurigio, Arthur J., Matthew W. Epperson, Kelli E. Canada, and Lauren C. Babchuk. 2012. Specialized probation programs for people with mental illnesses: A review of practices and research. *Journal of Crime and Justice* 35(12): 317-26.
- Ahmedani, Brian K., Brian E. Perron, Mark A. Ilgen, Arnelyn Abdon, Michael G. Vaughn, and Matthew W. Epperson. 2011. Suicide thoughts and attempts and psychiatric treatment utilization: Informing prevention strategies. *Psychiatric Services* 63(2): 186-9.
- Epperson, Matthew W., Maria R. Khan, Nabila El-Bassel, Elwin Wu, and Louisa Gilbert. 2011. A longitudinal study of incarceration and HIV risk among methadone maintained men and their primary female partners. *AIDS and Behavior* 15(2): 347-55.
- Epperson, Matthew W., Nancy Wolff, Robert Morgan, William H. Fisher, B Christopher Frueh, and Jessica Huening. 2011. *The Next Generation of Behavioral Health and Criminal Justice Interventions: Improving Outcomes by Improving Interventions*. New Brunswick, NJ: Center for Behavioral Health Services and Criminal Justice Research: Rutgers University.
- Khan, Maria R., Matthew W. Epperson, Pedro Mateu-Gelabert, Melissa Bolyard, Milagros Sandoval, and Samuel R. Friedman. 2011. Incarceration, sex with an STI/HIV-infected partner, and STI/HIV infection status in Bushwick, Brooklyn, NY: A social network perspective. *American Journal of Public Health* 101(6): 1110-17.
- Link, Bruce G., Matthew W. Epperson, Brian E. Perron, Dorothy M. Castille, and Lawrence H. Yang. 2011. Arrest outcomes associated with outpatient commitment in New York State. *Psychiatric Services* 62(5): 504-8.
- Perron, Brian E., Amy S. Bohnert, Sarah E. Monsell, Michael G. Vaughn, Matthew W. Epperson, and Matthew O. Howard. 2011. Patterns and correlates

of drug-related ED visits: Results from a national survey. *The American Journal of Emergency Medicine* 29(7): 704-10.

- Epperson, Matthew W. 2010. Specialized probation services. *Intervention Fact Sheet Series*. New Brunswick, NJ: Center for Behavioral Health Services and Criminal Justice Research, Rutgers University.
- Epperson, Matthew W., Nabila El-Bassel, Louisa Gilbert, and Mingway Chang. 2010. Examining the temporal relationship between criminal justice involvement and sexual risk behaviors among drug-involved men. *Journal of Urban Health* 87(2): 324-36. (PMC2845839)
- Epperson, Matthew W., Maria R. Khan, Nabila El-Bassel, Elwin Wu, and Louisa Gilbert. 2010. A longitudinal study of incarceration and HIV risk among methadone maintained men and their primary female partners. *AIDS and Behavior* 15(2): 347-55. doi:10.1007/s10461-009-9660-9.
- Epperson, Matthew W., Maria R. Khan, Daniel P. Miller, Brian E. Perron, Nabila El-Bassel, and Louisa Gilbert. 2010. Assessing criminal justice involvement as an indicator of HIV risk among women in methadone treatment. *Journal of Substance Abuse Treatment* 38(4): 375-83. NIHMS185595.
- Wolff, Nancy, Matthew W. Epperson, and Siobhan Fay. 2010. Mental health probation officers: Stopping justice involvement before incarceration. *Policy Brief Series*. New Brunswick, NJ: Center for Behavioral Health Services and Criminal Justice Research, Rutgers University.
- Epperson, Matthew W., Ingrida Platais, Pamela Valera, Raye Barbieri, Louisa Gilbert, and Nabila El-Bassel. 2009. Fear, trust, and negotiating safety: HIV risk contexts for black women defendants. *Affilia: Journal of Women and Social Work* 24(3): 257-71. NIHMS197033.
- Khan, Maria R., Irena A. Doherty, Victor J. Schoenbach, Eboni M. Taylor, Matthew W. Epperson, and Adaora A. Adimora. 2009. Incarceration and high-risk sexual partnerships among men in the United States. *Journal of Urban Health* 86(4): 584-601. (PMC2704271)
- Valera, Pamela, Matthew W. Epperson, Megha Ramaswamy, Nicholas Freudenberg, and Jessie Daniels. 2009. Substance use and HIV risk behaviors among young men involved in the criminal justice system. *American Journal of Drug and Alcohol Abuse* 35(1): 43-7. (PMC2885853)

## GORMAN-SMITH, DEBORAH

SSA Scholar Page (<http://ssascholars.uchicago.edu/d-gormansmith>)

Professor. Ph.D, University of Illinois–Chicago. Fields of Special Interest: children and adolescents; prevention; violence and trauma.

### Selected publications:

- Gorman-Smith, Deborah, Lauren Feig, Franklin Cosey-Gay, and Molly Coeling. In press. Strengthening families and communities to prevent youth violence. *Children's Law Review Journal*.
- Multisite Violence Prevention Project. In press. Mediators of proximal effects of a selective family-focused violence prevention approach for middle school students. *Prevention Science*.

- Gorman-Smith, Deborah, Andrea Kampfner, and Kim Bromann. 2013. Family focused prevention and gang violence. In *Prevention of Gang Violence*, Thomas Simon, Louis Tuthill, Winnie Reed, and Nancy Ritter, eds. 75-88. National Institute of Justice and Centers for Disease Control.
- Elsaesser, Caitlin, Deborah Gorman-Smith, and David Henry. 2013. The role of the school environment in relational aggression and victimization. *Journal of Youth and Adolescence* 42(2): 235-49.
- Jennifer L. Matjaskoa, Alana M. Vivolo-Kantora, David B. Henry, Deborah Gorman-Smith, and Michael E. Schoeny. 2013. The relationship between a family-focused preventive intervention, parenting practices, and exposure to violence during the transition to adolescence: Testing a mediational model. *Journal of Aggression, Maltreatment and Trauma* 22(1): 45-66.
- Multisite Violence Prevention Project. 2013. Implementation and process effects on prevention outcomes for middle school students. *Journal of Clinical Child and Adolescent Psychology*, doi:10.1080/15374416.2013.814540
- Multisite Violence Prevention Project. 2013. Moderating effects of school climate on outcomes for the Multisite Violence Prevention Project Universal Program. *Journal of Research on Adolescence*, doi:10.1111/jora.12073.
- Multisite Violence Prevention Project. 2013. The moderating role of developmental microsystems in selective preventive intervention effects on aggression and victimization of aggressive and socially-influential students. *Prevention Science* 14(4): 390-99.
- Gorman-Smith, Deborah, Elizabeth Grisa Hunt, and Dylan Robertson. 2012. Fatherhood and fathering among low-income and minority men. In *The Oxford Handbook of Poverty and Child Development*, Valerie Maholmes and Rosalind B. King, eds. New York: Oxford University Press.
- Gorman-Smith, Deborah, and Alana M. Vivolo. 2012. Developmental approaches in the prevention of female offending. In *The Oxford Handbook of Crime Prevention*, Brandon C. Welsh and David P. Farrington, eds. New York: Oxford University Press.
- Henry, David B., Patrick H. Tolan, Deborah Gorman-Smith, and Michael Schoeny. 2012. Risk and direct protective factors for youth violence: Results from the Centers for Disease Control and Prevention's Multisite Violence Prevention Project. *American Journal of Preventive Medicine* 43(2): S67-75.
- Hagerich, Tamara M., Deborah Gorman-Smith, Douglas J. Wiebe, and Michael Yonas. 2010. Advancing research in youth violence prevention to inform evidence-based policy and practice. *Injury Prevention* 16(5): 358.
- Simon, Thomas R., Shari Miller, Deborah Gorman-Smith, Pamela Orpinas, and Terri Sullivan. 2010. Physical dating violence norms and behaviors among sixth-grade students from four U.S. sites. *Journal of Early Adolescence* 30(3): 395-409.
- Miller, Shari, Deborah Gorman-Smith, Terri Sullivan, Pamela Orpinas, and Thomas R. Simon. 2009. Parent and peer predictors of physical dating violence perpetration in early adolescence: Tests of moderation and gender differences. *Journal of Clinical Child and Adolescent Psychology* 38(4): 538-50.

- Multisite Violence Prevention Project. 2009. The ecological effects of universal and selective violence prevention programs for middle school students: A randomized trial. *Journal of Consulting and Clinical Psychology* 77(3): 526-42.
- Tolan, Patrick H., Deborah Gorman-Smith, David B. Henry, and Michael Schoeny. 2009. The benefits of booster interventions: Evidence from a family-focused prevention program. *Prevention Science* 10(4): 287-97.

#### GROGAN, COLLEEN M.

SSA Scholar Page (<http://ssascholars.uchicago.edu/c-grogan>)

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, Colleen and Christina Andrews. In press. Medicaid and CHIP. In *Oxford Handbook of U.S. Social Policy*, Daniel Beland, Christopher Howard, and Kimberly Morgan, eds. New York: Oxford University Press.
- Grogan, Colleen M., and Christina Andrews. In press. The politics of aging within Medicaid. In *The New Politics of Old Age Policy*, Robert B. Hudson, ed. Baltimore: Johns Hopkins University Press.
- Grogan, Colleen M. 2014. Medicaid: Designed to grow. In *Health Politics and Policy*, 5th ed., James A. Morone and Daniel C. Ehlke, eds. Stamford, CT: Delmar Cengage Learning.
- Makelarski, Jennifer A., Stacy T. Lindau, Vanessa D. Fabbre, Colleen M. Grogan, Eugene M. Sadhu, Jonathan C. Silverstein, Thuy Tien T. Tran, Martha Van Haitsma, Eric Whitaker, and Daniel Johnson. 2013. Are your asset data as good as you think? Conducting a comprehensive census of built assets to improve urban population health. *Journal of Urban Health* 90(4): 586-601.
- Mosley, Jennifer E., and Colleen M. Grogan. 2013. Representation in nonelected participatory processes: How residents understand the role of nonprofit community-based organizations. *Journal of Public Administration Research and Theory*. 23(4): 839.
- Chung, Phillip, Colleen M. Grogan, and Jennifer Mosley. 2012. Residents' perceptions of effective community representation in local health decision-making. *Social Science and Medicine* 74(10): 1652-9.
- Grogan, Colleen M. 2012. Behind the jargon: Prevention spending. *Journal of Health Politics, Policy and Law*, Themed Issue: Prevention Politics and Public Health Governance 37(2): 329-42.
- Grogan, Colleen M. 2012. The hidden strength of prevention politics. *Journal of Health Politics, Policy and Law*, Themed Issue: Prevention Politics and Public Health Governance 37(2): 177-80.
- O'Doherty, Kieran, Francois-Pierre Gauvin, Colleen Grogan, and Will Friedman. 2012. Implementing a public deliberative forum. *Hastings Center Report* 42(2): 20-3.

- Winitzer, Rebecca F., Joanna Bisgaier, Colleen Grogan, and Karin Rhodes. 2012. He only takes those types of patients on certain days: Specialty care access for children with special health care needs. *Disability and Health Journal* 5(1):26-33.
- Grogan, Colleen M., and Christina Andrews. 2011. Medicaid. In *Governing America: Major Decisions of Federal, State, and Local Governments from 1789 to the Present*, Paul J. Quirk and William Cunio, eds. Facts on File Press.
- Grogan, Colleen M., and Michael K. Gusmano. 2009. Political strategies of safety-net providers in response to Medicaid managed care reforms. *Journal of Health Politics, Policy and Law* 34(1): 5-35.
- Grogan, Colleen M., and Michael K. Gusmano. 2009. The voice of advocates in health care policymaking for the poor. In *Community-Based Programs and Policies: Contributions to Social Policy Development in Health Care and Health Care-Related Services*, Howard A. Palley, ed. London: Routledge.
- Grogan, Colleen M., and Elizabeth Rigby. 2009. Federalism, partisan politics, and shifting support for state flexibility: The case of the U.S. State Children's Health Insurance Program. *Publius: The Journal of Federalism* 39(1): 47-69.

#### GUTERMAN, NEIL B.

SSA Scholar Page (<http://ssascholars.uchicago.edu/n-guterman>)

Mose and Sylvia Firestone Professor and Dean. B.A., California–Santa Cruz; M.S.W., Ph.D., Michigan. Fields of Special Interest: children and violence; child maltreatment and its prevention; children's exposure to community violence; development of clinical services; contextual influences in service delivery; Jewish communal services.

#### Selected publications:

- Guterman, Neil B., and Vanessa Vorhies. In press. Community violence. In *Child Maltreatment Prevention*, Randy Alexander, Neil B. Guterman, and Sandra Alexander, eds. St. Louis, MO: G. W. Medical Publishing.
- Guterman, Neil B., Jiyoung K. Tabone, George M. Bryan, Catherine A. Taylor, Cynthia Napoleon-Hanger, and Aaron Banman. 2013. Examining the effectiveness of home-based parent aide services to reduce risk for physical child abuse and neglect: Six-month findings from a randomized clinical trial. *Child Abuse & Neglect* 37: 566-77.
- Haj-Yahia, Muhammad M., Becky Leshem, and Neil Guterman. 2013. The rates and characteristics of the exposure of Palestinian youth to community violence. *Journal of Interpersonal Violence* 28(11): 2223-49.
- Haj-Yahia, Muhammad M., Becky Leshem, and Neil Guterman. 2011. Exposure to community violence among Arab youth in Israel: Rates and characteristics. *Journal of Community Psychology* 39(2): 136-51.
- Lee, Shawna J., Brian E. Perron, Catherine A. Taylor, and Neil B. Guterman. 2011. Paternal psychosocial characteristics and corporal punishment of their three-year-old children. *Journal of Interpersonal Violence*, 26(1): 71-87.
- Leshem, Becky, Muhammad M. Haj-Yahia, and Neil B. Guterman. 2011. Characteristics of Israeli Jewish youth exposure to community violence and their

relevance to demographic and support variables. *Chevra U'Revecha (Society and Welfare, Hebrew)* 31(1): 61-90.

- Tabone, Jiyoung K., Neil B. Guterman, Alan J. Litrownik, Howard Dubowitz, Patricia Isbell, Diana J. English, Desmond K. Runyan, and Richard Thompson. 2011. Developmental trajectories of behavior problems among children who have experienced maltreatment: Heterogeneity during early childhood and ecological predictors. *Journal of Emotional and Behavioral Disorders*, 19(4): 204-16.
- Vorhies, Vanessa, and Neil B. Guterman. 2011. Community violence and mental health problems. In *Mental Health and Social Problems: A Social Work Perspective*, Nina Rovinelli Heller, and Alex Gitterman, eds. New York: Routledge.
- Guterman, Neil, Muhammad Haj-Yahia, Vanessa Vorhies, Leyla Ismayilova, and Becky Leshem. 2010. Help-seeking and internal obstacles to receiving support in the wake of community violence exposure: The case of Arab and Jewish adolescents in Israel. *Journal of Child and Family Studies* 19(6): 687-96.
- Lee, Yookyong, and Neil B. Guterman. 2010. Young mother-father dyads and maternal harsh parenting behavior. *Child Abuse and Neglect*. 34(11): 874-85.
- Taylor, Catherine A., Shawna J. Lee, Neil B. Guterman, and Janet C. Rice. 2010. Use of spanking for three-year-old children and associated intimate partner aggression or violence. *Pediatrics* 126(3): 415-24.
- Guterman, Neil B., Shawna J. Lee, Catherina A. Taylor, and Paul Rathouz. 2009. Parental perceptions of neighborhood processes, stress, personal control, and risk for physical child abuse and neglect. *Child Abuse and Neglect* 33(12): 897-906.
- Guterman, Neil B., Yookyong Lee, Shawna J. Lee, Jane Waldfogel, and Paul J. Rathouz. 2009. Fathers and maternal risk for physical child abuse. *Child Maltreatment* 14(3): 277-90.
- Lee, Shawna J., Jennifer L. Bellamy, and Neil B. Guterman. 2009. Fathers, physical child abuse, and neglect: Advancing the knowledge base. *Child Maltreatment* 14(3): 227-31.
- Taylor, Catherine A., Neil B. Guterman, Shawna J. Lee, and Paul J. Rathouz. 2009. Intimate partner violence, maternal stress, nativity, and risk for maternal maltreatment of young children. *American Journal of Public Health* 99(1): 175-83.
- Guterman, Neil B. 2001. *Stopping Child Maltreatment Before It Starts: Emerging Horizons in Early Home Visitation Services*. Thousand Oaks, CA: Sage Publications.

## HANS, SYDNEY

SSA Scholar Page (<http://ssascholars.uchicago.edu/s-hans>)

Samuel Deutsch Professor and Chair of the Doctoral Program. B.S., Cornell; Ph.D., Harvard. 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 infants, young children, and families.

### **Selected publications:**

- Edwards, Renee C., Matthew J. Thullen, Jon Korfmacher, John D. Lantos, Linda G. Henson, and Sydney L. Hans. 2013. Breastfeeding and complementary food: Randomized trial of community doula home visiting. *Pediatrics* 132: S160-66.
- Hans, Sydney L., Matthew Thullen, Linda G. Henson, Helen Lee, Renee C. Edwards, and Victor J. Bernstein. 2013. Promoting positive mother-infant relationships: A randomized trial of community doula support for young mothers. *Infant Mental Health Journal*, 34(5): 446-57.
- Edwards, Renee C., Matthew J. Thullen, Nucha Isarowong, Cheng-Shi Shiu, Linda Henson, and Sydney L. Hans. 2012. Supportive relationships and the trajectory of depressive symptoms among young African American mothers. *Journal of Family Psychology* 26(4): 585-94.
- Shimpi, Priya M., Alicia Fedewa, and Sydney Hans. 2012. Social and linguistic input in low-income African American mother-child dyads from one month through two years: Relations to vocabulary development. *Applied Psycholinguistics* 33(4): 781-98.
- Thullen, Matthew, Julia Henly, and Sydney Hans. 2012. Domain-specific trajectories of involvement among fathers of children born to young, low-income, African-American mothers. *Journal of the Society for Social Work and Research* 3(3): 129-44.
- Haight, Wendy, Jane Marshall, Sydney Hans, James Black, and Kathryn Sheridan. 2010. "They mess with me, I mess with them": Understanding physical aggression in rural girls and boys from methamphetamine-involved families. *Children and Youth Services Review* 32(10): 1223-34.
- Wen, Xiaoli, Jon Korfmacher, Sydney L. Hans, and Linda G. Henson. 2010. Young mothers' involvement in a prenatal and postpartum support program. *Journal of Community Psychology* 38(2): 172-90.
- Auerbach, Judith G., L. Erlenmeyer-Kimling, Barbara Fish, Sydney L. Hans, Loring J. Ingraham, Joseph Marcus, Thomas F. McNeil, and Erland Schubert. 2009. Genetic risks in schizophrenia: Cross-national prospective longitudinal high risk studies. In *Handbook of Behavior Genetics*, Yong-Kyu Kim, ed. 487-500. New York: Springer.
- Finger, Brent, Sydney L. Hans, Victor J. Bernstein, and Suzanne M. Cox. 2009. Parent relationship quality and infant-mother attachment. *Attachment and Human Development* 11(3): 285-306.
- Hans, Sydney L., Judith G. Auerbach, Keith H. Nuechterlein, Robert F. Asarnow, Joan Asarnow, Baruch Styr, and Joseph Marcus. 2009. Neurodevelopmental factors associated with schizotypal symptoms among adolescents at risk for schizophrenia. *Development and Psychopathology* 21(4): 1195-210.
- Hans, Sydney L., and Matthew J. Thullen. 2009. The relational context of adolescent motherhood. In *Handbook of Infant Mental Health*, 3rd ed., Charles H. Zeanah, ed. 214-29. New York: Guilford Press.

- Lashley, Cynthia O., Sydney L. Hans, and Linda G. Henson. 2009. Young African American mothers' changing perceptions of their infants during the transition to parenthood. *Infant Mental Health Journal* 30(5): 277-500.

## HENLY, JULIA R.

SSA Scholar Page (<http://ssascholars.uchicago.edu/j-henly>)

Associate Professor. B.A., Wisconsin; M.S.W., Ph.D., Michigan. Fields of Special Interest: family poverty; child care and welfare policy; work-family strategies of low wage workers; informal support networks; employment discrimination.

### Selected publications:

- Frank, Ellen G., Susan J. Lambert, and Julia R. Henly. In press. Age, wage, and job placement: Older women's experiences entering the retail sector. *Journal of Women and Aging*.
- Henly, Julia R., and Susan Lambert. 2014. Unpredictable work timing in retail jobs: Implications for employee work-life outcomes. *Industrial and Labor Relations Review* 67(3): 986-1016.
- Golden, Lonnie, Julia R. Henly, and Susan Lambert. 2013. Work schedule flexibility: A contributor to happiness? *Journal of Social Research and Policy* 4(2): 107-35.
- Henly, Julia R. 2013. Theoretical perspectives on the exosystem: The accommodation model. In *Preparing Educators to Engage Families: Case Studies Using an Ecological Systems Framework*, 3rd ed., Heather B. Weiss, M. Elena Lopez, Holly Kreider, and Celina M. Chatman-Nelson, eds. 70-75. Thousand Oaks, CA: Sage Publications.
- Lambert, Susan, and Julia Henly. 2013. Double jeopardy: The misfit between welfare-to-work requirements and job realities. In *Work and the Welfare State: Street-Level Organizations and Workfare Politics*, Evelyn Z. Brodtkin and Gregory Marston, eds. Washington, DC: Georgetown University Press.
- Lambert, Susan J., Anna Haley-Lock, and Julia R. Henly. 2012. Schedule flexibility in hourly jobs: Unanticipated consequences and promising directions. *Community, Work and Family* 15(3): 293-315.
- Lambert, Susan J., and Julia R. Henly. 2012. Labour flexibility and precarious employment in hourly retail jobs in the U.S.: How frontline managers matter. In *Are Bad Jobs Inevitable? Trends, Determinants and Responses to Job Quality in the Twenty-First Century*, Chris Warhurst, Francoise Carré, Patricia Findlay, and Chris Tilly, eds. 143-59. England: Palgrave Macmillan.
- Ros, Alejandra, Amy Claessens, and Julia R. Henly. 2012. (In)stability of Child Care Subsidies and Child Care Provider Use: A Preliminary Analysis of Illinois Administrative Records. Report prepared for the Child Care Policy Research Consortium, ACF/DHHS.
- Thullen, Matthew, Julia Henly, and Sydney Hans. 2012. Domain-specific trajectories of father involvement among low-income, young, African-American mothers. *Journal of the Society of Social Work and Research* 3(3): 129-144.
- Golden, Lonnie, Barbara Wiens-Tuers, Susan J. Lambert, and Julia R. Henly. 2011. Working time in the employment relationship: Working time, perceived

control and work-life balance. In *Research Handbook on the Future of Work and Employment Relations*, Keith Townsend and Adrian Wilkinson, eds. 188-211. Cheltenham UK: Edward Elgar.

- Bromer, Juliet, Diane Paulsell, Toni Porter, Julia R. Henly, Roberta Weber, Dawn Ramsburg, and members of the families and quality workgroup. 2010. Family-sensitive caregiving: A key component of quality in early care and education arrangements. In *Quality Measurement in Early Childhood Settings*, Martha Zaslow, Ivelisse Martinez-Beck, Kathryn Tout, and Tamara Halle, eds. Baltimore, MD: Brookes Publishing Co.
- Chaudry, Ajay, Julia R. Henly, and Marcia Meyers. 2010. ACF-OPRE White Paper. *Conceptual Frameworks for Child Care Decision-making*. Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Washington, DC.
- Bromer, Juliet, and Julia R. Henly. 2009. The work-family support roles of child care providers across settings. *Early Childhood Research Quarterly* 24(3): 271-88.
- Campbell, Elizabeth, Julia R. Henly, Delbert S. Elliott, and Katherine Irwin. 2009. Subjective constructions of neighborhood boundaries. *Journal of Urban Affairs* 31(4): 461-90.
- Lambert, Susan J., and Julia R. Henly. 2009. Work schedules in hourly jobs. In *The Low-Wage Labor Market for the Twenty-First Century Economy*. Washington DC: The Mobility Agenda.

## ISMAYILOVA, LEYLA

SSA Scholar Page (<http://ssascholars.uchicago.edu/l-ismayilova>)

Assistant Professor. B.S. and M.Sc. in Psychology, Baku State University; M.S.W, Ph.D, Columbia University. Fields of Special Interest: child and adolescent mental health in the global context; youth risk behaviors; family-based interventions; women's empowerment and health.

### **Selected publications:**

- El-Bassel Nabila, Louisa Gilbert, Assel Terlikbayeva, Chris Beyrer, Elwin Wu, Mingway Chang, Tim Hunt, Leyla Ismayilova, Stacey A. Shaw, Sholpan Primbetova, Yelena Rozental, Baurzhan Zhussopov, and Marat Tukeyev. 2014. Effects of a couple-based intervention to reduce risks for HIV, HCV, and STIs among drug-involved heterosexual couples in Kazakhstan: A randomized controlled trial. *JAIDS: Journal of Acquired Immune Deficiency Syndromes*. doi:10.1097/QAI.0000000000000277.
- El-Bassel, Nabila, Louisa Gilbert, Assel Terlikbayeva, Chris Beyrer, Elwin Wu, Stacey A. Shaw, Xin Ma, Mingway Chang, Tim Hunt, Leyla Ismayilova, Sholpan Primbetova, Yelena Rozental, and Baurzhan Zhussupov. 2014. HIV risks among injecting and non-injecting female partners of men who inject drugs in Almaty, Kazakhstan: Implications for HIV prevention, research, and policy. *International Journal of Drug Policy*. doi:10.1016/j.drugpo.2013.11.009.
- Ismayilova, Leyla, and Nabila El-Bassel. 2014. Intimate partner physical and sexual violence and pregnancy outcomes in the three former Soviet Union

countries: Azerbaijan, Moldova, and Ukraine. *Violence Against Women* 20(6): 633-52.

- Al-Khasawneh, Esra M., Leyla Ismayilova, Vidya Seshan, Olimat Hmoud, and Nabila El-Bassel. 2013. Predictors of Human Immunodeficiency Virus knowledge among Jordanian youths. *SQU Medical Journal* 13(2): 232-40.
- El-Bassel, Nabila, Louisa Gilbert, Assel Terlikbayeva, Elwin Wu, Chris Beyrer, Stacey Shaw, Tim Hunt, Xin Ma, Minway Chang, Leyla Ismayilova, Marat Tukeyev, Baurzhan Zhussupov, and Yelena Rozental. 2013. HIV among injection drug users and their intimate partners in Almaty, Kazakhstan. *AIDS and Behavior* 17(7): 2490-500.
- Ismayilova, Leyla, and Nabila El-Bassel. 2013. Prevalence and correlates of intimate partner violence by type and severity: Population-based studies in Azerbaijan, Moldova, and Ukraine. *Journal of Interpersonal Violence* 28(12): 2521-56.
- Ismayilova, Leyla, Hae Nim Lee, Stacey Shaw, Nabila El-Bassel, Louisa Gilbert, Assel Terlikbayeva, and Yelena Rozental. 2013. Mental health and migration: Depression, alcohol abuse, and access to health care among migrants in Central Asia. *Journal of Immigrant and Minority Health*. DOI 10.1007/s10903-013-9942-1.
- Ismayilova, Leyla, Hmoud Olimat, Esra Al-Khasawneh, Stacey Shaw, and Nabila El-Bassel. 2013. Depressive symptoms among Jordanian youth: Results of a national survey. *Community Mental Health Journal* 49(1): 133-40.
- Al-Khasawneh, Esra, Leyla Ismayilova, Hmoud Olimat, and Nabila El-Bassel. 2012. Social and behavioral HIV/AIDS research in Jordan: A systematic review. *Eastern Mediterranean Health Journal* 18(5): 487-94.
- Ismayilova, Leyla, Fred Ssewamala, and Leyla Karimli. 2012. Family support as a mediator of sexual risk-taking attitudes among orphaned adolescents in rural Uganda. *Journal of Adolescent Health* 50(3): 228-35.
- Ismayilova, Leyla, Fred Ssewamala, Elizabeth Mooers, Proscovia Nabunya, and Srividya Sheshadri. 2012. Imagining the future: Community perceptions of a family-based economic empowerment intervention for AIDS-orphaned adolescents in Uganda. *Children and Youth Services Review* 34(10): 2042-51.
- Janevic, Teresa, Sarah W. Pallas, Leyla Ismayilova, and Elizabeth H. Bradley. 2012. Individual and community level socioeconomic inequalities in contraceptive use in 10 Newly Independent States: A multilevel cross-sectional analysis. *International Journal for Equity in Health* 11(1): 69.
- Karimli, Leyla, Fred Ssewamala, and Leyla Ismayilova. 2012. Extended families and perceived caregiver support to AIDS orphans in Rakai district of Uganda. *Children and Youth Services Review* 34(7): 1351-58.
- Ssewamala, Fred M., Torsten B. Neilands, Jane Waldfogel, and Leyla Ismayilova. 2012. The impact of a comprehensive microfinance intervention on depression levels of AIDS-orphaned children in Uganda. *Journal of Adolescent Health* 50(4): 346-52.
- Guterman, Neil, Muhammad M. Haj-Yahia, Vanessa Vorhies, Leyla Ismayilova, and Becky Leshem. 2010. Help-seeking and internal obstacles to receiving support

in the wake of community violence exposure: The case of Arab and Jewish adolescents in Israel. *Journal of Child and Family Studies* 19(6): 687-96.

- Ismayilova, Leyla. 2010. *Intimate partner violence and unintended pregnancy in Azerbaijan, Moldova, and Ukraine*. Demographic and Health Survey Working Papers No. 79, Calverton, Maryland, USA: ICF Macro.
- Ssewamala, Fred M., Chang Keun Han, Torsten B. Neilands, Leyla Ismayilova, and Elizaebeth Sperber. 2010. The effect of economic assets on sexual risk taking among orphaned adolescents in Uganda. *American Journal of Public Health* 100(3): 483-8.
- Ssewamala, Fred M., Leyla Karimli, Chang Keun Han, and Leyla Ismayilova. 2010. Social support, savings, and educational outcomes of orphaned adolescents in Sub-Saharan Africa: Prospects for family-level economic strengthening programs. *Children and Youth Services Review* 32(12): 1704-10.
- Ssewamala, Fred M., and Leyla Ismayilova. 2009. Integrating children savings accounts in the care and support of orphaned adolescents in rural Uganda. *Social Service Review* 83(3): 453-72.
- Ssewamala, Fred M., Leyla Ismayilova, Mary McKay, Elizabeth Sperber, William Bannon Jr., and Stacey Alicea, 2009. Gender and the effects of an economic empowerment program on sexual risk-taking among adolescent youth in Uganda. *Journal of Adolescent Health* 46(4): 372-8.

## JOHNSON JR., WALDO E.

SSA Scholar Page (<http://ssascholars.uchicago.edu/w-johnson>)

Associate Professor. B.A., Mercer; M.S.W., Michigan; Ph.D., Chicago. Fields of Special Interest: male roles and involvement in African American families; nonresident fathers in fragile families; the physical and psychosocial health statuses of African American males.

### **Selected publications:**

- Johnson Jr., Waldo E. In press. Masculinity and sexual identity: Making meaning of paternal identity among young African American males. *Journal of African American Men*.
- Johnson Jr., Waldo E., and James McKinney. In press. Transcending individual achievement and organizational pursuits: A twentieth century public policy framework for African Americans. In *Alpha Phi Alpha and the Crisis of Organizational Identity: A Case Study Within Black Greekdom*, Gregory S. Parks and Stefan M. Bradley, eds. Lexington, KY: University Press of Kentucky.
- Johnson Jr., Waldo E., Jeffrey Shears, and Armon R. Perry. In press. Paternal involvement among African American fathers: Evidence from the early Head Start and Fragile Families and Child Well-being study. *Research on Social Work Practice*.
- Johnson Jr., Waldo E. 2014. Black masculinity, manhood, and marriage. In *By Grace: The Challenges, Strengths, and Promise of African American Marriages*, Tricia B. Bent-Goodley, ed. Washington, DC: NASW Press.

- Richardson, Joseph B., Waldo E. Johnson Jr., and Christopher St. Vil. 2014. I want him locked up: Social capital, African American parenting strategies and the juvenile court. *Journal of Contemporary Ethnography* 43(4): 488-522.
- St. Vil, Noelle M., Christopher St. Vil, and Waldo E. Johnson Jr. 2014. Marriage diversity in the African American community. In *By Grace: The Challenges, Strengths, and Promise of African American Marriages*, Tricia B. Bent-Goodley, ed. Washington, DC: NASW Press.
- Lindau, Stacy A., Jennifer A. Makelarski, Marshall H. Chin, Shane Desautels, Daniel Johnson, Waldo E. Johnson Jr., Doriane Miller, Susan Peters, Connie Robinson, John Schneider, Florence Thicklin, Natalie P. Watson, Marcus Wolfe, and Eric Whitaker. 2011. Building community-engaged health research and discovery infrastructure on the South Side of Chicago: Science in service to community priorities. *Preventive Medicine* 52(3-4): 200-7.
- Johnson Jr., Waldo E., ed. 2010. *Social work with African American males: Health, mental health, and social policy*. New York: Oxford.
- Johnson Jr., Waldo E., David Pate, and Jarvis Givens. 2010. Big boys don't cry, black boys don't feel: The intersection of shame and worry on community violence and the social construction of masculinity among African American males - The case of Derrion Albert. In *Changing Places: How Communities Will Improve the Health of Boys of Color*, Christopher F. Edley Jr., and Jorge Ruiz de Velasco, eds. Berkeley: University of California Press.
- Tsoi-A-Fatt, Rhonda, Waldo E. Johnson Jr., and David Pater. 2010. *We dream a world: The 2025 vision for America's black men and boys*. Available at <http://www.2025BMB.org>.
- Perry, R., Chien, A., Walker, W., Fisher, T. and Waldo E. Johnson. 2009. African American Adolescent Males' Views on Doctors and the Healthcare System. *Journal of the National Medical Association* 102(4): 312-20.

## LAMBERT, SUSAN J.

SSA Scholar Page (<http://ssascholars.uchicago.edu/s-lambert>)

Associate Professor. M.S.W., Ph.D., Michigan. Fields of Special Interest: hourly jobs and low-wage workers; workplace flexibility; work and family issues; social policy and the labor market; organizational theory and development.

### Selected publications:

- Frank, Ellen G., Susan J. Lambert, and Julia R. Henly. In press. Age, wage, and job placement: Older women's experiences entering the retail sector. *Journal of Women and Aging*.
- Golden, Lonnie, Julia R. Henly, and Susan Lambert. In press. Work schedule flexibility for workers: A path to employee happiness? *Journal of Social Research and Policy*.
- Hilton, Timothy, and Susan J. Lambert. In press. Employers' use of labor market intermediaries in filling low-level jobs: Sorting disadvantaged job seekers and employment opportunities. *Journal of Poverty*.

- Lambert, Susan J. In press. The limits of voluntary employer action for improving low-level jobs. In *Working and Living in the Shadow of Economic Fragility*, Marion Crain and Michael Sherraden, eds. New York: Oxford University Press.
- Henly, Julia R., and Susan Lambert. 2014. Unpredictable work timing in retail jobs: Implications for employee work-life outcomes. *Industrial and Labor Relations Review*, 67(3): 986-1016.
- Lambert, Susan J. 2013. Avoiding over-optimization in Workforce Optimization Systems. In *Workforce Asset Management Book of Knowledge*, Lisa Disselkamp, ed. New Jersey: John Wiley & Sons.
- Lambert, Susan, and Julia Henly. 2013. Double jeopardy: The misfit between welfare-to-work requirements and job realities. In *Work and the Welfare State: Street-Level Organizations and Workfare Politics*, Evelyn Z. Brodtkin and Gregory Marston, eds. Washington DC: Georgetown University Press.
- Lambert, Susan J. 2012. "Opting in" to full labor force participation in hourly jobs. In *Women Who Opt Out: The Debate Over Working Mothers and Work-Family Balance*, Bernie D. Jones, ed. 87-102. New York: New York University Press.
- Lambert, Susan J., Anna Haley-Lock, and Julia R. Henly. 2012. Schedule flexibility in hourly jobs: Unanticipated consequences and promising directions. *Community, Work and Family* 15(3): 293-315.
- Lambert, Susan J., and Julia R. Henly. 2012. Labour flexibility and precarious employment in hourly retail jobs in the U.S.: How frontline managers matter. In *Are Bad Jobs Inevitable? Trends, Determinants and Responses to Job Quality in the Twenty-First Century*, Chris Warhurst, Françoise Carré, Patricia Findlay, and Chris Tilly, eds. 143-59. England: Palgrave Macmillan.
- Golden, Lonnie, Barbara Wiens-Tuers, Susan J. Lambert, and Julia R. Henly. 2011. Working time in the employment relationship: Working time, perceived control and work-life balance. In *Research Handbook on the Future of Work and Employment Relations*, Keith Townsend, and Adrian Wilkinson, eds. 188-211. Cheltenham UK: Edward Elgar.
- Muse, Lori, and Susan J. Lambert. 2010. Collecting organizational data to strengthen work-family research. *Alfred P. Sloan Work and Family Encyclopedia*.
- Lambert, Susan J., and Julia R. Henly. 2010. Managers' strategies for balancing business requirements with employee needs. Report of the University of Chicago Work Scheduling Study.
- Lambert, Susan J. 2009. Lessons from the policy world: How the economy, work supports, and education matter for low-income workers. *Work and Occupations* 36(1): 56-65.
- Lambert, Susan J. 2009. Making a difference for hourly employees. In *Work-life Policies that Make a Real Difference for Individuals, Families, and Organizations*, Ann C. Crouter and Alan Booth, eds. Washington DC: Urban Institute Press.
- Lambert, Susan J., and Julia R. Henly. 2009. Work schedules in hourly jobs. In *The Low-Wage Labor Market for the Twenty-First Century Economy*. Washington DC: The Mobility Agenda.

## LUDWIG, JENS

SSA Scholar Page (<http://ssascholars.uchicago.edu/j-ludwig>)

Harris School Faculty Page ([http://harrisschool.uchicago.edu/directory/faculty/jens\\_ludwig](http://harrisschool.uchicago.edu/directory/faculty/jens_ludwig))

McCormick Foundation Professor of Social Service Administration, Law, and Public Policy. B.A., Rutgers; Ph.D., Duke. Fields of Special Interest: urban poverty, education, crime, and housing.

**Selected publications:**

- Gibbs, Chloe, Jens Ludwig, and Douglas L. Miller. 2013. Does Head Start do any lasting good?" In *Legacies of The War on Poverty*, Martha Bailey and Sheldon Danziger, eds. 39-65 New York: Russell Sage Foundation. (Also released as NBER Working Paper 17452).
- Jacob, Brian, Jens Ludwig, and Douglas L. Miller. 2013. The effects of housing and neighborhood conditions on child mortality. *Journal of Health Economics* 32(1): 195-206.
- Ludwig, Jens, Greg J. Duncan, Lisa A. Gennetian, Lawrence F. Katz, Ronald C. Kessler, Jeffrey R. Kling, and Lisa Sanbonmatsu. 2013. Long-term neighborhood effects on low-income families: Evidence from Moving to Opportunity. *American Economic Review, Papers and Proceedings* 103(2): 226-31.
- Ludwig, Jens, Jeffrey R. Kling, and Sendhil Mullainathan. 2013. Mechanism experiments for crime policy. In *Lessons from the Economics of Crime*, Philip J. Cook, Stephen Machin, Olivier Marie, and Giovanni Mastrobuoni, eds. 67-92. Cambridge, MA: MIT Press.
- Olsen, Edgar O., and Jens Ludwig. 2013. Housing and urban development policies in the War on Poverty. In *Legacies of the War on Poverty*, Martha Bailey and Sheldon Danziger, eds. 206-234. New York: Russell Sage Foundation.
- Owens, Emily G., and Jens Ludwig. 2013. Using regression discontinuity designs in crime research. In *Experimental Criminology: Prospects for Advancing Science and Public Policy*, Brandon C. Welsh, Anthony A. Braga, and Gerben J.N. Bruinsma, eds. 194-222. New York: Cambridge University Press.
- Sciandra, Matthew, Lisa Sanbonmatsu, Greg J. Duncan, Lisa A. Gennetian, Lawrence F. Katz, Ronald C. Kessler, Jeffrey R. Kling, and Jens Ludwig. 2013. Long-term effects of the Moving to Opportunity residential-mobility experiment on crime and delinquency. *Journal of Experimental Criminology* 9(4): 451-89.
- Yoshikawa, Hirokazu, Christina Weiland, Jeanne Brooks-Gunn, Margaret R. Burchinal, Linda M. Espinosa, William T. Gormley, Jens Ludwig, Katherine A. Magnuson, Deborah Phillips, and Martha J. Zaslow. 2013. *Investing in Our Future: The Evidence Base on Preschool Education*. Foundation for Child Development/Society for Research on Adolescence Research Brief.
- Figlio, David, and Jens Ludwig. 2012. Sex, drugs, and Catholic schools: Private schooling and non-market adolescent behaviors. *German Economic Review* 13(4): 385-415.
- Gennetian, Lisa A., Matthew Sciandra, Lisa Sanbonmatsu, Jens Ludwig, Lawrence F. Katz, Greg J. Duncan, Jeffrey R. Kling, and Ronald C. Kessler. 2012.

The long-term effects of Moving to Opportunity on youth outcomes. *Cityscape* 14(2): 137-67.

- Jacob, Brian A., and Jens Ludwig. 2012. The effects of housing assistance on labor supply: Evidence from a voucher lottery. *American Economic Review* 102(1): 272-304.
- Ludwig, Jens, and Julia Burdick-Will. 2012. Poverty deconcentration and the prevention of crime. In *The Oxford Handbook of Crime Prevention*, David P. Farrington and Brandon C. Welsh, eds. 189-206. New York: Oxford University Press.
- Ludwig, Jens, Greg J. Duncan, Lisa A. Gennetian, Lawrence F. Katz, Ronald C. Kessler, Jeffrey R. Kling, and Lisa Sanbonmatsu. 2012. Neighborhood effects on the long-term well-being of low-income adults. *Science* 337(6101): 1505-10.
- Sanbonmatsu, Lisa, Jordan Marvakov, Nicholas A. Potter, Fanghua Yang, Emma Adam, William J. Congdon, Greg J. Duncan, Lisa A. Gennetian, Lawrence F. Katz, Jeffrey R. Kling, Ronald C. Kessler, Stacy Tessler Lindau, Jens Ludwig, and Thomas W. McDade. 2012. The long-term effects of Moving to Opportunity on adult health and economic self-sufficiency. *Cityscape* 14(2): 109-36.
- Ludwig, Jens. 2010. The costs of crime. *Criminology and Public Policy* 9(2): 229-33.
- Vigdor, Jacob, and Jens Ludwig. 2010. Neighborhoods and peers in the production of schooling. In *International Encyclopedia of Education*, 3rd ed., Eva Baker, Barry McGaw, and Penelope Peterson, eds.
- Cook, Philip J., and Jens Ludwig. 2009. Firearm violence. In *Oxford Handbook of Crime and Public Policy*, Michael Tonry, ed.
- Cook, Philip J., Jens Ludwig, and Adam M. Samaha. 2009. Gun control after Heller: Threats and sideshows from a social welfare perspective. *UCLA Law Review* 56(5): 1041-95.
- Jacob, Brian, and Jens Ludwig. 2009. Improving educational outcomes for poor children. In *Changing Poverty, Changing Policies*, Maria Cancian and Sheldon Danziger, eds. 266-300. New York: Russell Sage Foundation Press.
- Ludwig, Jens, Dave E. Marcotte, and Karen Norberg. 2009. Anti-depressants and suicide. *Journal of Health Economics* 28(3): 659-76.

MARSH, JEANNE C.

SSA Scholar Page (<http://ssascholars.uchicago.edu/j-marsh>)

George Herbert Jones Distinguished Service Professor. B.A., Michigan State; M.S.W., Ph.D., Michigan. Fields of Special Interest: services for women and families; service integration in service delivery; social program and policy evaluation; knowledge utilization in practice and program decision making.

#### **Selected publications:**

- Guerrero, Erick, Jeanne C. Marsh, Dingcai Cao, Hee-Choon Shin, and Christina M. Andrews. 2014. Gender disparities in utilization and outcome of comprehensive substance abuse treatment among racial/ethnic groups. *Journal of Substance Abuse Treatment* 46(5): 584-91.

- Marsh, Jeanne C. 2014. Thinking fast and slow about causality: Response to Palinkas. *Research on Social Work Practice* 24(5): 548-51.
- Andrews, Christina M., Hee-Choon Shin, Jeanne C. Marsh, and Dingcai Cao. 2013. Client and program characteristics associated with wait time to substance abuse treatment entry. *American Journal of Drug and Alcohol Abuse* 39(1): 61-8.
- Guerrero, Erick G., Jeanne C. Marsh, Lei Duan, Christine Oh, Brian Perron, and Benedict Lee. 2013. Disparities in completion of substance abuse treatment between and within racial and ethnic groups. *Health Services Research* 48(4): 1-18.
- Guerrero, Erick G., Jeanne C. Marsh, Tenie Khachikian, Hortensia Amaro, and William A. Vega. 2013. Disparities in Latino substance use, service use, and treatment: Implications for culturally and evidence-based interventions under health care reform. *Drug and Alcohol Dependence*. 133(3): 805-13.
- Hardesty, Melissa, Dingcai Cao, Hee-Choon Shin, Christina M. Andrews, and Jeanne C. Marsh. 2012. Social and health service use and treatment outcomes for sexual minorities in a national sample of substance abuse treatment programs. *Journal of Gay and Lesbian Social Services* 24(2): 97-118.
- Marsh, Jeanne C. 2012. Learning by intervening: Examining the intersection of research and practice. In *From Task-Centered Social Work to Evidence-Based and Integrative Practice: Reflections on History and Implementation*, Tina L. Rzepnicki, Stanley G. McCracken, and Harold E. Briggs eds. Chicago: Lyceum Books.
- Marsh, Jeanne C. 2012. Response: From fish and bicycles to a science of social work. *Research on Social Work Practice* 22(5): 465-7.
- Marsh, Jeanne C., Beth Angell, Christina M. Andrews, and Ashley Curry. 2012. Client-provider relationship and treatment outcome: A systematic review of substance abuse, child welfare, and mental health services research. *Journal of the Society for Social Work and Research* 3(4): 233-67.
- Andrews, Christina M., Dingcai Cao, Jeanne C. Marsh, and Hee-Choon Shin. 2011. The impact of comprehensive services in substance abuse treatment for women with a history of intimate partner violence. *Violence Against Women* 17(5): 550-67.
- Cao, Dingcai, Jeanne C. Marsh, Hee-Choon Shin, and Christina M. Andrews. 2011. Improving health and social outcomes with targeted services in comprehensive substance abuse treatment. *American Journal of Drug and Alcohol Abuse* 37(4): 250-8.
- Marsh, Jeanne C., Brenda D. Smith, and Maria C. Bruni. 2011. Integrated substance abuse and child welfare services for women: A progress review. *Children and Youth Services Review* 33(3): 466-72. doi:10.1016/j.childyouth.2010.06.017.
- Shin, Hee-Choon, Jeanne C. Marsh, Dingcai Cao, and Christina M. Andrews. 2011. Client-provider relationship in comprehensive substance abuse treatment: Differences in residential and non-residential settings. *Journal of Substance Abuse Treatment* 41(4): 335-46.

- Marsh, Jeanne C., Hee-Choon Shin, and Dingcai Cao. 2010. Gender differences in client-provider relationship as active ingredient in substance abuse treatment. *Evaluation and Program Planning* 33(2): 81-90.
- Gredig, Daniel, and Jeanne C. Marsh. 2009. Improving interventions and practices. In *The SAGE Handbook of Social Work Research*, Ian F. Shaw, Katherine Briar-Lawson, Joan Orme, and Roy Ruckdeschel, eds. 64-82. Thousand Oaks, CA: Sage Publications.
- Marsh, Jeanne C., Dingcai Cao, Erick Guerrero, and Hee-Choon Shin. 2009. Need-service matching in substance abuse treatment: Racial/ethnic differences. *Evaluation and Program Planning* 32(1): 43-51.
- Marsh, Jeanne C., Dingcai Cao, and Hee-Choon Shin. 2009. Closing the need-service gap: Gender differences in matching services to client needs in comprehensive substance abuse treatment. *Social Work Research* 33(3): 183-92.

#### MCCRACKEN, STANLEY G.

SSA Scholar Page (<http://ssascholars.uchicago.edu/s-mccracken>)

Senior Lecturer. A.B., Northwest Nazarene College; A.M., Ph.D., Chicago. Fields of Special Interest: mental health; substance abuse; co-occurring disorders; behavioral pharmacology; multicultural mental health; aging; spirituality in social work practice; dissemination and implementation of evidence-based practice.

#### Selected publications:

- McCracken, Stanley G. 2012. Alzheimer's disease and other dementias. In *Oxford Bibliographies Online: Social Work*, Edward Mullen, ed. New York: Oxford University Press.
- McCracken, Stanley G., Elisabeth Kinnel, Fred Steffen, Margaret Vimont, and Charlotte Mallon. 2012. Implementing and sustaining evidence-based practice: Case example of leadership, organization, infrastructure, and consultation. In *From Task-Centered Social Work to Evidence-Based and Integrative Practice: Reflections on History and Implementation*, Tina L. Rzepnicki, Stanley G. McCracken, and Harold E. Briggs, eds. 111-35. Chicago: Lyceum Books.
- Rzepnicki, Tina L., Stanley G. McCracken, and Harold E. Briggs, eds. 2012. *From Task-Centered Social Work to Evidence-Based and Integrative Practice: Reflections on History and Implementation*. Chicago: Lyceum Books.
- Zacny, James P., Sandra Gutierrez, Karin Kirulus, and Stanley G. McCracken. 2011. Psychopharmacological effects of oxycodone in volunteers with and without generalized anxiety disorder. *Experimental and Clinical Psychopharmacology* 19(2): 85-94.
- McCracken, Stanley G., and Jonathon E. Larson. 2010. Motivational interviewing for medication adherence. In *Psychosocial Treatment for Schizophrenia*, Allen Rubin, David W. Springer, and Kathi Trawver, eds. 283-339. New York: Wiley.
- McCracken, Stanley G., and Tina L. Rzepnicki. 2010. The role of theory in conducting evidence based clinical practice. In *Reshaping Theory in Contemporary Social Work: Toward a Critical Pluralism in Clinical Practice*, William Borden, ed. 210-33. New York: Columbia University Press.

- McCracken, Stanley G., Lorna Elam Jackson, Julie Keck, and Karen Teigiser. 2009. *Demonstration of Substance Abuse Intervention with Older Adults: DVD, Trainer's Guide, Student Workbook*. CSWE Gero-Ed Center. Available at <http://www.cswe.org/CentersInitiatives/GeroEdCenter/Programs/MAC/13711/Chicago.aspx>.

## MCMILLEN, J. CURTIS

SSA Scholar Page (<http://ssascholars.uchicago.edu/c-mcmillen>)

Professor. B.A., Trinity, San Antonio; M.S.W., Oklahoma; Ph.D., Maryland. Fields of Special Interest: mental health services, child welfare clients, older youth leaving the foster care system.

### Selected publications:

- McMillen, J. Curtis, Colleen Cary Katz, and Emily J. Claypool. 2014. An emotion regulation framework for child welfare intervention and programming. *Social Service Review* 88(3): 443-68.
- Bertram, Julie E., Sarah Carter Narendorf, and J. Curtis McMillen. 2013. Pioneering the psychiatric nurse role in foster care. *Archives of Psychiatric Nursing* 27(6): 285-92.
- Oshima, Karen M., Sarah Carter Narendorf, and J. Curtis McMillen. 2013. Pregnancy risk among older youth transitioning out of foster care. *Children and Youth Services Review* 35(10): 1760-65.
- Powell, Byron J., Carolina Hausmann-Stabile, and J. Curtis McMillen. 2013. Mental health clinicians' experiences of implementing evidence-based treatments. *Journal of Evidence-Based Social Work* 10(5): 396-409.
- Proctor, Enola K., Byron J. Powell, and J. Curtis McMillen. 2013. Implementation strategies: Recommendations for specifying and reporting. *Implementation Science* 8: 139.
- Scott Jr., Lionel D., J. Curtis McMillen, and Lonnie R. Snowden. 2013. Informal and formal help seeking among older black male foster care youth and alumni. *Journal of Child and Family Studies*. doi:10.1007/s10826-013-9832-0.
- Zayas, Luis E., J. Curtis McMillen, Madeline Y. Lee, and Samantha J. Books. 2013. Challenges to quality assurance and improvement efforts in behavioral health organizations: A qualitative assessment. *Administration and Policy in Mental Health and Mental Health Services Research* 40(3): 190-8.
- Cary, Colleen E., and J. Curtis McMillen. 2012. The data behind the dissemination: A systematic review of trauma-focused cognitive behavioral therapy for use with children and youth. *Children and Youth Services Review* 34(4): 748-57.
- Havlicek, Judy, J. Curtis McMillen, Nicole Fedoravicious, David McNelly, and Debra Robinson. 2012. Conceptualizing the step-down for foster youth approaching adulthood: Perceptions of service providers, caseworkers, and foster parents. *Children and Youth Services Review* 34(12): 2327-36.
- McMillen, J. Curtis. 2012. Social service delivery settings. In *Dissemination and Implementation Research in Health: Translating Science to Practice*, Ross C. Brownson, Graham A. Colditz, and Enola Proctor, eds. New York: Oxford University Press.

- Narendorf, Sarah Carter, Nicole Fedoravicius, J. Curtis McMillen, David McNelly, and Debra R. Robinson. 2012. Stepping down and stepping in: Youth's perspectives on making the transition from residential treatment to treatment foster care. *Children and Youth Services Review* 34(1): 43-9.
- Powell, Byron J., J. Curtis McMillen, Enola K. Proctor, Chris R. Carpenter, Richard T. Griffey, Alicia C. Bunger, Joseph E. Glass, and Jennifer L. York. 2012. A compilation of strategies for implementing clinical innovations in health and mental health. *Medical Care Research and Review* 69(2): 123-57.
- Lee, Madeline Y., J. Curtis McMillen, Luis E. Zayas, and Samantha J. Books. 2011. The quality assurance and improvement workforce in social services: An exploratory examination. *Administration in Social Work* 35(3): 243-57.
- Munson, Michelle R., Sarah Carter Narendorf, and J. Curtis McMillen. 2011. Health services among older youth in the foster care system. *Child and Adolescent Social Work Journal* 28(2): 97-112.
- Narendorf, Sarah Carter, Julie Bertram, and J. Curtis McMillen. 2011. Diagnosis and medication overload? A nurse review of the psychiatric histories of older youth in treatment foster care. *Child Welfare* 90(3): 27-43.
- Scott Jr., Lionel D., Henrika McCoy, Michelle R. Munson, Lonnie R. Snowden, and J. Curtis McMillen. 2011. Cultural mistrust of mental health professionals among black males transitioning from foster care. *Journal of Child and Family Studies* 20(5): 605-13. doi:10.1007/210826-010-9434-z.
- Munson, Michelle R., and J. Curtis McMillen. 2010. Trajectories of depression symptoms among older youth exiting foster care. *Social Work Research* 34(4): 235-49. doi:10.1007/s10560-101-0223.
- Narendorf, Sarah, and J. Curtis McMillen. 2010. Substance use and substance use disorders as foster youth transition to adulthood. *Children and Youth Services Review* 32(1): 113-9. (PMC2786185)
- McMillen, J. Curtis, Shannon Lenze, Kristin Hawley, and Victoria Osborne. 2009. Revisiting practice-based research networks as a platform for mental health services research. *Administration and Policy in Mental Health and Mental Health Services Research* 36(5): 308-21.
- Munson, Michelle R., and J. Curtis McMillen. 2009. Natural mentoring and psychosocial outcomes among older youth transitioning foster care. *Children and Youth Services Review* 31(1): 104-11.
- McMillen, J. Curtis, and Ramesh Raghavan. 2009. Pediatric to adult mental health service use of young people leaving the foster care system. *Journal of Adolescent Health* 44(1): 7-13.
- Raghavan, Ramesh, Peichang Shi, Gregory Aarons, Scitt Roesch, and J. Curtis McMillen. 2009. Health insurance discontinuities among adolescents leaving foster care. *Journal of Adolescent Health* 44(1): 41-7.

MOSLEY, JENNIFER E.

SSA Scholar Page (<http://ssascholars.uchicago.edu/j-mosley>)

Associate Professor. B.A., Reed; M.S.W., Ph.D., California–Los Angeles. Fields of Special Interest: nonprofit and human service organizations; policy advocacy and

lobbying; government-nonprofit relations; civic engagement; policy formulation and implementation; philanthropy.

**Selected publications:**

- Lux, Kimberly, and Jennifer E. Mosley. 2014. Cross-sector collaboration in the pursuit of social change: Organizations addressing sex trafficking in West Bengal. *International Social Work* 57(1): 19-26.
- Mosley, Jennifer E. 2014. Collaboration, public-private intermediary organizations, and the transformation of advocacy in the field of homeless services. *American Review of Public Administration* 44(3): 291-308.
- Mosley, Jennifer E. 2014. From Skid Row to the Statehouse: How nonprofit homeless service providers overcome barriers to advocacy involvement. In *Nonprofits and Advocacy: Engaging Community and Government in an Era of Retrenchment*, Steven R. Smith and Robert Pekkanen, eds. Baltimore, MD: Johns Hopkins University Press.
- Mosley, Jennifer E. 2013. The beliefs of homeless service managers about policy advocacy: Definitions, legal understanding, and motivations to participate. *Administration in Social Work* 37(1): 1-17.
- Mosley, Jennifer E. 2013. Recognizing new opportunities: Reconceptualizing policy advocacy in everyday organizational practice. *Social Work* 58(3): 231-9.
- Mosley, Jennifer E., and Colleen M. Grogan. 2013. Representation in nonelected participatory processes: How residents understand the role of nonprofit community-based organizations. *Journal of Public Administration Research and Theory*. doi:10.1093/jopart/mus043.
- Chung, Philip, Colleen M. Grogan, and Jennifer E. Mosley. 2012. Residents' perceptions of effective community representation in local health decision-making. *Social Science and Medicine* 74(10): 1652-9.
- Mosley, Jennifer E. 2012. Keeping the lights on: How government funding concerns drive the advocacy agendas of nonprofit homeless service providers. *Journal of Public Administration Research and Theory* 22(4): 841-66.
- Mosley, Jennifer E., and Mark E. Courtney. 2012. *Partnership and the Politics of Care: Advocates' Role in Passing and Implementing California's Law to Extend Foster Care*. Chicago: Chapin Hall at the University of Chicago.
- Mosley, Jennifer E., Matthew P. Maronick, and Hagai Katz. 2012. How organizational characteristics affect the adaptive tactics used by human service nonprofit managers confronting financial uncertainty. *Nonprofit Management and Leadership* 22(3): 281-303.
- Mosley, Jennifer E. 2011. Institutionalization, privatization, and political opportunity: What tactical choices reveal about the policy advocacy of human service nonprofits. *Nonprofit and Voluntary Sector Quarterly* 40(3): 435-57.
- Mosley, Jennifer E., and Alejandra Ros. 2011. Nonprofits agencies in public child welfare: Their role and involvement in policy advocacy. *Journal of Public Child Welfare* 5(2-3): 297-317.

- Mosley, Jennifer E. 2010. Organizational resources and environmental incentives: Understanding the policy advocacy involvement of human service nonprofits. *Social Service Review* 84(1): 57-76.
- Mosley, Jennifer E., and Joseph Galaskiewicz. 2010. The role of foundations in shaping and responding to social welfare policy change: The case of welfare reform. In *American Foundations: Roles and Contributions*, Hemlut K. Anheier, and David C. Hammack, eds. 182-204. Washington DC: Brookings Institution Press.
- Mosley, Jennifer E. 2010. Organizational theory. In *The International Encyclopedia of Political Science*, George Thomas Kurian, ed. Washington DC: Congressional Quarterly Press.
- Mosley, Jennifer E. 2009. The policy advocacy role of human service nonprofits: Incentives, involvement, and impact. In *Human Services as Complex Organizations*, 2nd ed., Yeheskel Hasenfeld, ed. 505-31. Thousand Oaks, CA: Sage Publications.
- Anasti, Theresa, and Jennifer E. Mosley. 2009. "We are not just a Band-Aid": How homeless service providers in Chicago carry out policy advocacy. Chicago: University of Chicago School of Social Service Administration.

## PARKS, VIRGINIA

SSA Scholar Page (<http://ssascholars.uchicago.edu/v-parks>)

Associate Professor. B.A., Colorado; M.A., Ph.D., California–Los Angeles. Fields of Special Interest: urban geography; urban labor markets; immigration; racial and gender inequality; residential segregation; community organizing and development; labor.

### Selected publications:

- Virginia Parks. 2014. Enclaves of rights: Workplace enforcement, union contracts, and the uneven regulatory geography of immigration policy. *Annals of the Association of American Geographers* 102(2): 329-37.
- Parks, Virginia. 2012. The uneven geography of racial and ethnic wage inequality: Specifying local labor market effects. *Annals of the Association of American Geographers* 102(3): 700-25.
- Parks, Virginia, and Dorian T. Warren. 2012. Contesting the racial division of labor from below: Representation and union organizing among African American and immigrant workers. *DuBois Review* 9(2):395-417.
- Sites, William, Robert J. Chaskin, and Virginia Parks. 2012. Reframing community practice for the 21st century: Multiple traditions, multiple challenges. In *The Community Development Reader*, 2nd ed., J. DeFilippis and Susan Saegert, eds. New York: Routledge.
- Parks, Virginia. 2011. Revisiting shibboleths of race and urban economy: Black employment in manufacturing and the public sector compared, Chicago 1950-2000. *International Journal of Urban and Regional Research* 35(1): 110-29.
- Parks, Virginia, Jack Metzgar, Ron Baiman, and William Sites. 2011. *Cost-Benefit Analysis of Chicago's Proposed Stable Jobs, Stable Airports Ordinance*. November. Chicago.

- Sites, William, and Virginia Parks. 2011. What do we really know about racial inequality? Labor markets, politics, and the historical basis of black economic fortunes. *Politics and Society* 39(1): 40-73.
- Parks, Virginia. 2010. Gendering job competition: Immigration and African American employment in Chicago, 1990-2000. *Urban Geography* 31(1): 59-89.
- Wright, Richard, Mark Ellis, and Virginia Parks. 2010. Immigrant niches and the intrametropolitan spatial division of labour. *Journal of Ethnic and Migration Studies* 36(7): 1033-59.
- Parks, Virginia, and Dorian Warren. 2009. The politics and practice of economic justice: Community benefits agreements as tactic of the new accountable development movement. *Journal of Community Practice* 17(1 and 2): 88-106.

PAYNE, CHARLES M.

SSA Scholar Page (<http://ssascholars.uchicago.edu/c-payne>)

Frank P. Hixon Distinguished Service Professor. B.A., Syracuse; Ph.D., Northwestern. Fields of Special Interest: urban education and school reform; the civil rights movement; social change; social inequality.

**Selected publications:**

- Payne, Charles M. 2012. Countering the master narratives: The “why?” of education for liberation. *Voices in Urban Education* 34: 6-14.
- Payne, Charles M. 2010. Miss Baker’s grandchildren: An interview with the Baltimore Algebra Project. In *Quality Education as a Constitutional Right: Creating a Grassroots Movement to Transform Public Schools*, Theresa Perry, Robert P. Moses, Ernesto Cortés Jr., Lisa Delpit, and Joan T. Wynne, eds. Boston: Beacon Press.
- Payne, Charles, and Timothy Knowles. 2009. Charter schools, urban school reform, and the Obama Administration. *Harvard Educational Review* 79(2): 227-39.

POLLACK, HAROLD A.

SSA Scholar Page (<http://ssascholars.uchicago.edu/h-pollack>)

Helen Ross Professor. B.S.E., Princeton; M.P.P., Ph.D., Harvard. Fields of Special Interest: substance abuse policy, health policy, crime prevention, intellectual disability.

**Selected publications:**

- Pollack, Harold A. In press. Prevention, public health, and health reform. *Journal of Health Politics, Policy, and Law*.
- Andrews, Christine M., Thomas A. D’Aunno, Harold A. Pollack, and Peter D. Friedmann. 2014. Adoption of evidence-based clinical innovations: The case of buprenorphine use by opioid treatment programs. *Medical Care Research and Review* 71(1): 43-60.
- D’Aunno, Thomas, Harold A. Pollack, Lan Jiang, Lisa R. Metsch, and Peter D. Friedmann. 2014. HIV testing in the nation’s opioid treatment programs, 2005-2011: The role of regulations. *Health Services Research* 49(1): 230-48.
- Pollack, Harold A. 2013. Changes in the British National Health Service. *Journal of Health Politics, Policy, and Law* 38(4): 847.

- Pollack, Harold A. 2013. Coverage of whole genome sequencing in the Affordable Care Act. *Journal of Health Politics, Policy, and Law* 39(1): 237-38.
- Pollack, Harold A. 2013. State Medicaid policy and health reform. *Journal of Health Politics, Policy, and Law* 38(1): 161-63.
- Sevigny, Eric L., Harold A. Pollack, and Peter Reuter. 2013. Can drug courts help to reduce prison and jail populations? *Annals of the Academy for Political and Social Sciences* 647: 19.
- Sonfield, Adam, and Harold A. Pollack. 2013. The Affordable Care Act and reproductive health: Potential gains and serious challenges. *Journal of Health Politics, Policy, and Law* 38(2): 373-91.
- Pollack, Harold A. 2012. All-payer state systems. *Journal of Health Politics, Policy, and Law* 37(4): 677-78.
- Pollack, Harold A., Peter Reuter, and Eric Sevigny. 2012. If drug treatment works so well, why are so many drug users in prison? In *Controlling Crime: Strategies and Tradeoffs*, Philip J. Cook, Jens Ludwig, and Justin McCrary, eds. Chicago: University of Chicago Press.
- Siegel, Karolynn, Stephen N. Abel, Margaret Pereyra, Terri Liguori, Harold A. Pollack, and Lisa R. Metsch. 2012. Rapid HIV testing in dental practices. *American Journal of Public Health* 102(4): 625-32.
- Frakt, Austin, Aaron Carroll, Harold A. Pollack, and Uwe Reinhardt. 2011. Our flawed but beneficial Medicaid program. *New England Journal of Medicine* 364(16).
- Pollack, Harold A., 2011. Health policy and the community safety net for individuals with intellectual disability. *Developmental Disabilities Research Reviews* 17: 44-51.
- Pollack, Harold A. 2011. Health reform and public health: Will good policies but bad politics combine to produce bad policy? *University of Pennsylvania Law Review* 159(6): 2061-81.
- Pollack, Harold A. 2011. High-risk pools for the sick and uninsured under health reform: too little and thus too late. *Journal of General Internal Medicine* 26(1): 91-4.
- Shaefer, H. Luke, Colleen M. Grogan, and Harold A. Pollack. 2011. Transitions from private to public health coverage among children: Estimating effects on out-of-pocket medical costs and health insurance premium costs. *Health Services Research* 46(3): 840-58.
- Shaefer, H. Luke, Colleen M. Grogan, and Harold A. Pollack. 2011. Who transitions from private to public health insurance? Lessons from expansions of the state children's health insurance program. *Journal of Health Care for the Poor and Underserved* 22(1): 359-70.
- Torres, Gretchen W., Justin D. Heffelfinger, Harold A. Pollack, Susan G. Barrera, and Richard E. Rothman. 2011. HIV screening programs in U.S. emergency departments: A cross-site comparison of structure, process, and outcomes. *Annals of Emergency Medicine* 58: S104-13.
- National Research Council. 2010. *Understanding the Demand for Illegal Drugs*. Committee on Understanding and Controlling the Demand for Illegal Drugs.

Committee on Law and Justice. Ed. Peter Reuter. Washington DC: The National Academies Press.

- Paltiel, A. David, and Harold A. Pollack. 2010. Price, performance, and the FDA approval process: The example of home HIV testing. *Medical Decision Making* 30(2): 217-23.
- Pollack, Harold A., and Thomas D'Aunno. 2010. HIV testing and counseling in the nation's outpatient substance abuse treatment system, 1995-2005. *Journal of Substance Abuse Treatment* 38(4): 307-16.
- Pollack, Harold A., L. Metsch, and S. Abel. 2010. Dental examinations as an untapped opportunity to provide HIV testing for high-risk individuals. *American Journal of Public Health* 100(1): 88-9.
- Reuter, Peter, et al. 2010. Committee for Understanding and Controlling the Demand for Illegal Drugs. *Understanding the Demand for Illegal Drugs*. National Academy Press.
- Ludwig, David S., and Harold A. Pollack. 2009. Obesity and the economy: from crisis to opportunity. *Journal of the American Medical Association* 301(5): 533-5.
- Pollack, Harold A. 2009. Lessons from an Emergency Room Nightmare. In *The Best American Medical Writing*, Pauline W. Chen, ed. 257-70. New York: Kaplan Publishing.

## RODERICK, MELISSA

SSA Scholar Page (<http://ssascholars.uchicago.edu/m-roderick>)

Hermon Dunlap Smith Professor. A.B., Bowdoin; M.A., Ph.D., Harvard. Fields of Special Interest: education policy; urban high schools; adolescence; youth policy; human resources policy; empirical analysis.

### **Selected publications:**

- Roderick, Melissa, Vanessa Coca, Eliza Moeller, and Thomas Kelley-Kemple. 2013. *From high school to the future: The challenge of senior year in Chicago Public Schools*. Chicago: The University of Chicago Consortium on Chicago School Research.
- Roderick, Melissa. 2012. Drowning in data but thirsty for analysis. *Teachers College Record* 114(11): 110309.
- Coca, Vanessa, David W. Johnson, Thomas Kelley-Kemple, Melissa Roderick, Eliza Moeller, Nicole Williams, and Kafi Moragne. 2012. *Working to my potential: The postsecondary experiences of CPS students in the International Baccalaureate Diploma Programme*. Chicago: The University of Chicago Consortium on Chicago School Research.
- Farrington, Camille A., Melissa Roderick, Elaine Allensworth, Jenny Nagaoka, Tasha S. Keyes, David W. Johnson, and Nicole O. Beechum. 2012. *Teaching adolescents to become learners: The role of noncognitive factors in shaping school performance*. Chicago: The University of Chicago Consortium on Chicago School Research.
- Roderick, Melissa, Vanessa Coca, and Jenny Nagaoka. 2011. Potholes on the road to college: High school effects in shaping urban students' participation in

college application, four-year college enrollment, and college match. *Sociology of Education* 84(3): 178-211.

- Roderick, Melissa, and Ginger Stoker. 2010. Bringing rigor to the study of rigor: Are advanced placement courses a useful approach to increasing college access and success for urban and minority youths? In *Handbook of Research on Schools, Schooling, and Human Development*, Judith L. Meece and Jacquelynne S. Eccles, eds. New York: Routledge.
- Coca, Vanessa, Jenny Nagaoka, Thomas Kelley-Kemple, and Melissa Roderick. 2009. *Senior year course-taking in Chicago: Gearing up for college or coasting to graduation?* Paper presented at the American Education Research Association annual conference, April, in San Diego, CA.
- Moeller, Eliza, Karen Roddie, and Melissa Roderick. 2009. *Student voices: A qualitative exploration of students' senior year coursework.* Paper presented at the American Education Research Association annual conference, April, in San Diego, CA.
- Nagaoka, Jenny, Melissa Roderick, and Vanessa Coca. 2009. *Barriers to college attainment, lessons from Chicago.* Center for American Progress, Washington, DC.
- Roderick, Melissa, Vanessa Coca, and Jenny Nagaoka. 2009. *Potholes on the road to college: High school effects in shaping urban students' participation in college application, search and enrollment.* Paper presented at the American Education Research Association annual conference, April 2009, in San Diego, CA.
- Roderick, Melissa, John Q. Easton, and Penny Sebring. 2009. *The Consortium on Chicago School Research: A new model for the role of research in supporting urban school reform.* Chicago: The University of Chicago Consortium on Chicago School Research.
- Roderick, Melissa, Jenny Nagaoka, and Vanessa Coca. 2009. College readiness for all: The challenge for urban high schools. *Future of Children* 19(1): 185-210.
- Roderick, Melissa, Jenny Nagaoka, Vanessa Coca, and Eliza Moeller. 2009. *Making hard work pay off: Challenges on the road to college for students in Chicago Public Schools' academically advanced programs.* Chicago: The University of Chicago Consortium on Chicago School Research.

RZEPNICKI, TINA L.

SSA Scholar Page (<http://ssascholars.uchicago.edu/t-rzepnicki>)

David and Mary Winton Green Professor. A.B., DePauw; A.M., Ph.D., Chicago.  
Fields of Special Interest: child welfare services; case decision making; task-centered and behavioral practice; practice research.

#### **Selected publications:**

- Cull, Michael, Tina Rzepnicki, Kathryn O'Day, and Richard A. Epstein. 2013. Applying principles from safety science to improve child protection. *Child Welfare* 92(2): 179-95.
- McCracken, Stanley G., Tina L. Rzepnicki, and Harold E. Briggs. 2012. Preface. In *From Task-Centered Social Work to Evidence-Based and Integrative Practice: Reflections on History and Implementation*, Tina L. Rzepnicki, Stanley G. McCracken, and Harold E. Briggs, eds. Chicago: Lyceum Books.

- Rzepnicki, Tina L. 2012. Task-centered practice. *Oxford Bibliographies Online: Social Work*, Edward Mullen, ed. New York: Oxford University Press. doi:10.1093/obo/9780195389678-0150.
- Rzepnicki, Tina L., Penny R. Johnson, Denise Q. Kane, Diane Moncher, Lisa Coconato, and Barbara Shulman. 2012. Learning from data: The beginning of error reduction in Illinois child welfare. In *From Task-Centered Social Work to Evidence-Based and Integrative Practice: Reflections on History and Implementation*, Tina L. Rzepnicki, Stanley G. McCracken, and Harold E. Briggs, eds. Chicago: Lyceum Books.
- Rzepnicki, Tina L., Stanley G. McCracken, and Harold E. Briggs, eds. 2012. *From Task-Centered Social Work to Evidence-Based and Integrative Practice: Reflections on History and Implementation*. Chicago: Lyceum Books.
- McCracken, Stanley G., and Tina L. Rzepnicki. 2010. The role of theory in conducting evidence based clinical practice. In *Reshaping Theory in Contemporary Social Work: Toward a Critical Pluralism in Clinical Practice, Play and Place of Theory in Social Work Practice*, William Borden, ed. 210-33. New York: Columbia University Press.
- Rzepnicki, Tina L., Penny R. Johnson, Denise Kane, Diane Moncher, Lisa Coconato, and Barbara Shulman. 2010. Transforming child protection agencies into high reliability organizations: A conceptual framework. *Protecting Children* 25(1): 48-62.

#### SAMUELS, GINA M.

SSA Scholar Page (<http://ssascholars.uchicago.edu/g-samuels>)

Associate Professor. B.S., Wisconsin–Oshkosh; M.S.S.W., Ph.D., Wisconsin–Madison. Fields of Special Interest: use of interpretive research methods to inform child welfare practice, multiracial and multiethnic identity, transracial adoption, kinship and identity formation among foster youth.

#### Selected publications:

- Cushing, Gretta, Gina Miranda Samuels, and Ben Kerman. 2014. Profiles of relational permanence at 22: Variability in parental supports and outcomes among young adults with foster care histories. *Children and Youth Services Review* 39(C): 73-83.
- Samuels, Gina Miranda. 2014. Multiethnic and multiracialism. In *Encyclopedia of Social Work Online*, Cynthia Franklin, ed. New York: NASW Press and Oxford University Press.
- Voisin, Dexter R., Marlene Wong, and Gina Miranda Samuels. 2014. A Response to Anastas and Coffey: The science of social work and its relationship to social work education and professional organizations. *Research on Social Work Practice* 24(5): 581-85.
- McCubbin, Hamilton I., Laurie McCubbin, Gina Samuels, Wei Zhang, and Jason Sievers. 2013. Multiethnic children, youth, and families: Emerging challenges to the behavioral sciences and public policy. *Family Relations* 62(1), 1-4.

- Jackson, Kelly E., and Gina M. Samuels. 2011. Multiracial competence in social work: Recommendations for culturally attuned work with multiracial individuals and families. *Social Work* 56(3): 235-45.
- Rampage, Cheryl, Marina Eovaldi, Cassandra Ma, Catherine Weigel Foy, Leah Bloom, and Gina M. Samuels. 2011. Adoptive families. In *Normal Family Processes: Growing Diversity and Complexity*, 4th ed., Froma Walsh, ed. 222-48. New York: Guilford Press.
- Pryce, Julia M., and Gina M. Samuels. 2010. Renewal and risk: The dual experience of motherhood and aging out of the child welfare system. *Journal of Adolescent Research* 25(2): 205-30.
- Samuels, Gina M. 2010. Building kinship and community: Relational processes of bicultural identity among adult multiracial adoptees. *Family Process* 49(1): 26-42.
- Samuels, Gina M. 2009. Ambiguous loss of home: The experience of familial (im)permanence among young adults with foster care backgrounds. *Children and Youth Services Review* (31): 1229-39.
- Samuels, Gina M. 2009. Being raised by white people: Navigating racial difference among adopted multiracial adults. *Journal of Marriage and Family* 71(1): 80-94.

## SITES, WILLIAM

SSA Scholar Page (<http://ssascholars.uchicago.edu/w-sites>)

Associate Professor. B.A., Oberlin; Ph.D., CUNY. Fields of Special Interest: urban policy and politics; community organization; political processes; social movements; social theory.

### Selected publications:

- Vonderlack-Navarro, Rebecca, and William Sites. 2013. The bi-national road to immigrant rights mobilization: States, social movements, and Chicago's Mexican hometown associations. *Ethnic and Racial Studies*. doi:10.1080/01419870.2013.809128.
- Parker, Simon, and William Sites, 2012. New directions in urban theory: Introduction. *Urban Geography* 33(4): 469-73.
- Parker, Simon, and William Sites, eds. 2012. Special issue on New Directions in *Urban Theory*, *Urban Geography* 33(4).
- Sites, William. 2012. God from the machine? Urban movements meet machine politics in neoliberal Chicago. *Environment and Planning A* 44(11): 2574-90.
- Sites, William. 2012. Is this black music? Sounding out race and the city. *Journal of Urban History* 38(2): 385-95.
- Sites, William. 2012. Radical culture in black necropolis: Sun Ra, Alton Abraham, and postwar Chicago. *Journal of Urban History* 38(4): 687-719.
- Sites, William. 2012. "We travel the spaceways": Urban utopianism and the imagined spaces of black experimental music. *Urban Geography* 33(4): 566-92.
- Sites, William, Robert J. Chaskin, and Virginia Parks. 2012. Reframing community practice for the 21st century: Multiple traditions, multiple challenges.

In *The Community Development Reader*, 2nd ed., James DeFilippis and Susan Saegert, eds. New York: Routledge.

- Sites, William, and Rebecca Vonderlack-Navarro. 2012. Tipping the scale: State rescaling and the strange odyssey of Chicago's Mexican hometown associations. In *Remaking Urban Citizenship: Organizations, Institutions, and the Right to the City (Comparative Urban and Community Research 10)*, Michael P. Smith and Michael McQuarrie, eds. New Brunswick, NJ: Transactions Publishers.
- Parks, Virginia, Jack Metzgar, Ron Baiman, and William Sites. 2011. *Cost-Benefit Analysis of Chicago's Proposed Stable Jobs, Stable Airports Ordinance*. November. Chicago.
- Sites, William, and Virginia Parks. 2011. What do we really know about racial inequality? Labor markets, politics, and the historical basis of black economic fortunes. *Politics and Society* 39(1): 40-73.
- Sites, William. 2010. Progressive city. In *Encyclopedia of Urban Studies*, Ray Hutchison, ed. Thousand Oaks, CA: Sage Publications.

#### SSEWAMALA, FRED

SSA Scholar Page (<http://ssascholars.uchicago.edu/f-ssewamala>)

Associate Professor. B.A., Makerere University; M.S.W., Ph.D., Washington University in St. Louis. Fields of Special Interest: international social and economic development; comparative social welfare policy; anti-poverty policies, focusing on asset-building and asset-based policies, such as microentrepreneurship, homeownership, youth and children's educational savings accounts, individual development accounts (IDAs); asset ownership opportunities among orphaned children in Sub Saharan Africa; gender and development; civil society, civic participation, and social networks; financial inclusion; and evaluative research.

- Ismayilova, Leyla, Ssewamala, Fred M. and A. Huseynli. In press. Reforming child institutional care in the former Soviet Union and Eastern Europe: The potential of family economic empowerment interventions. *Children and Youth Services Review*.
- Ssewamala, Fred M. In press. Optimizing the "demographic dividend" in young developing countries: The role of contractual savings and insurance for financing education. *International Journal of Social Welfare*.
- Curley, Jami, Fred M. Ssewamala, Proscovia Nabunya, Vilma Ilic, and Chang-Keun Han. 2014. Child Development Accounts (CDAs): An asset-building strategy to empower girls in Uganda. *International Social Work*. doi:10.1177/0020872813508569.
- Nabunya, Proscovia, and Fred M. Ssewamala. 2014. The effects of parental loss on the psychosocial wellbeing of AIDS-orphaned children living in AIDS-impacted communities: Does gender matter? *Children and Youth Services Review* 43: 131-37.
- Nabunya, Proscovia, Fred M. Ssewamala, and Vilma Ilic. 2014. Family economic strengthening and parenting stress among caregivers of AIDS-orphaned children: Results from a cluster randomized clinical trial in Uganda. *Children and Youth Service Review* 44: 417-21.

- Ssewamala, Fred M., Proscovia Nabunya, N. Miriam Mukasa, Vilma Ilic, and Jennifer Nattabi. 2014. Integrating a mentorship component in programming for care and support of AIDS-orphaned and vulnerable children: Lessons from the Suubi and Bridges Programs in Sub-Saharan Africa. *Global Social Welfare* 1(1): 9-24.
- Wang, Julia Shu-Huah, Fred M. Ssewamala, and Chang-Keun Han. 2014. Family economic strengthening and mental health functioning of caregivers for AIDS-affected children in rural Uganda. *Vulnerable Children and Youth Studies* 9(3): 258-69.
- Han, Chang-Keun, Fred M. Ssewamala, and Julia Shu-Huah Wang. 2013. Family economic empowerment and mental health among AIDS-affected children living in AIDS-impacted communities: Evidence from a randomised evaluation in southwestern Uganda. *Journal of Epidemiology and Community Health* 67(3): 225-30.
- Kagotho, Njeri, Proscovia Nabunya, Fred W. Ssewamala, and Vilma Ilic. 2013. The potential of youth savings accounts in three East African countries: Kenya, Tanzania, and Uganda. *Journal of Sociology & Social Welfare* 40(2): 21-40.
- Boothby, Neil, Michael Wessells, John Williamson, Gillian Huebner, Kelly Canter, Eduardo Garcia Rolland, Vesna Kutlesic, Farah Bader, Lena Diaw, Maya Levine, Anita Malley, Kathleen Michels, Sonali Patel, Tanya Rasa, Fred M. Ssewamala, and Vicki Walker. 2012. What are the most effective early response strategies and interventions to assess and address the immediate needs of children outside of family care? *Child Abuse & Neglect* 36(10): 711-21.
- Ismayilova, Leyla, Fred M. Ssewamala, and Leyla Karimli. 2012. Family support as a mediator of change in sexual risk-taking attitudes among orphaned adolescents in rural Uganda. *Journal of Adolescent Health* 50(3): 228-35.
- Ismayilova, Leyla, Fred M. Ssewamala, Elizabeth Mooers, Proscovia Nabunya, and Srividya Sheshadri. 2012. Imagining the future: Community perceptions of a family-based economic empowerment intervention for AIDS-orphaned adolescents in Uganda. *Children and Youth Services Review* 34(10): 2042-51.
- Kagotho, Njeri, and Fred M. Ssewamala. 2012. Correlates of depression among caregivers of children affected by HIV/AIDS in Uganda: Findings from the Suubi-Maka family study. *AIDS Care* 24(10): 1226-32.
- Karimli, Leyla, Fred M. Ssewamala, and Leyla Ismayilova. 2012. Extended families and perceived caregiver support to AIDS-orphans in Rakai District of Uganda. *Children and Youth Services Review* 34(7): 1351-58.
- Ssewamala, Fred M., Torsten B. Neilands, Jane Waldfogel, and Leyla Ismayilova. 2012. The impact of a comprehensive microfinance intervention on depression levels of AIDS-orphaned children in Uganda. *Journal of Adolescent Health* 50(4): 346-52.
- Ssewamala, Fred M., Elizabeth Sperber, Clair A. Blake, and Vilma P. Ilic. 2012. Increasing opportunities for inner-city youth: The feasibility of an economic empowerment model in East Harlem and the South Bronx, New York. *Children and Youth Services Review* 34(1): 218-24.
- Ssewamala, Fred M., Julia Shu-Huah Wang, Leyla Karimli, and Proscovia Nabunya. 2011. Strengthening Universal Primary Education in Uganda: The

potential role of an asset-based development policy. *International Journal of Educational Development* 31(5): 472-77.

- Curley, Jami, Fred Ssewamala, and Chang-Keun Han. 2010. Assets and educational outcomes: Child Development Accounts (CDAs) for orphaned children in Uganda. *Children and Youth Services Review* 32(11): 1585-90.
- Ssewamala, Fred M., Chang-Keun Han, Torsten B. Neilands, Leyla Ismayilova, and Elizabeth Sperber. 2010. Effect of economic assets on sexual risk-taking intentions among orphaned adolescents in Uganda. *American Journal of Public Health* 100(3): 483-88.
- Ssewamala, Fred M., Leyla Ismayilova, Mary McKay, Elizabeth Sperber, William Bannon Jr., and Stacey Alicea. 2010. Gender and the effects of an economic empowerment program on attitudes toward sexual risk-taking among AIDS-orphaned adolescent youth in Uganda. *Journal of Adolescent Health* 46(4): 372-78.
- Ssewamala, Fred M., Leyla Karimli, Chang-Keun Han, and Leyla Ismayilova. 2010. Social capital, savings, and educational performance of orphaned adolescents in sub-Saharan Africa. *Children and Youth Services Review* 32(12): 1704-10.
- Ssewamala, Fred M., Elizabeth Sperber, Jamie M. Zimmerman, and Leyla Karimli. 2010. The potential of asset based development strategies for poverty alleviation in sub-Saharan Africa. *International Journal of Social Welfare* 19(4): 433-43.
- Curley, Jami, Fred M. Ssewamala, and Michael Sherraden. 2009. Institutions and savings in low-income households. *Journal of Sociology & Social Welfare* 36(3): 9-32.
- Ssewamala, Fred M., Chang-Keun Han, and Torsten B. Neilands. 2009. Asset ownership and health and mental health functioning among AIDS-orphaned adolescents: Findings from a randomized clinical trial in rural Uganda. *Social Science & Medicine* 69(2): 191-98.
- Ssewamala, Fred M., and Leyla Ismayilova. 2009. Integrating children's savings accounts in the care and support of orphaned adolescents in rural Uganda. *Social Service Review* 83(3): 453-72.

#### VOISIN, DEXTER R.

SSA Scholar Page (<http://ssascholars.uchicago.edu/d-voisin>)

Professor. B.A., St. Andrews College; M.S.W., Michigan; Ph.D., Columbia. Fields of Special Interest: exposure to sexual, family, and community violence; HIV/AIDS; substance abuse; international HIV prevention; social work practice.

#### **Selected publications:**

- Elsaesser, Caitlin, and Dexter Voisin. In press. Correlates of polyvictimization among African American youth. *Journal of Interpersonal Violence*.
- Shi Shiu, Cheng, Dexter Voisin, Nguyen Huong, Melissa Hardesty, Wei-Ti Chen, and Yi-An Lo. In press. A synthesis of 20 years of research on sexual risk among Asian/Pacific Islander men who have sex with men in Western countries. *Journal of Men's Health*.
- Bird, Jason D. P., Dexter R. Voisin, and Brooke Fisher. 2014. Digital generation students: Digital media, sexual behavior and innovative approaches to improving

- sexual health. In *Understanding HIV and STI Prevention for College Students*, Leo Wilton, Robert T. Palmer, and Dina C. Maramba, eds. New York: Routledge Press.
- McFadden, Rachel B., Alida M. Bouris, Dexter R. Voisin, Nancy R. Glick, and John Schneider. 2014. Dynamic social support networks of younger Black men who have sex with men with new HIV infection. *AIDS Care*, 26(10): 1275-82.
  - Voisin, Dexter, and Caitlin Elsaesser. 2014. Brief Report: The protective effects of school engagement for African American adolescent males. *Journal of Health Psychology*. doi:10.1177/1359105314531607.
  - Voisin, Dexter R., Anna L. Hotton, and Torsten B. Neilands. 2014. Testing pathways linking exposure to community violence and sexual behaviors among African American youth. *Journal of Youth and Adolescence* 43(9): 1513-26.
  - Voisin, Dexter R., Kelly M. King, Ralph J. DiClemente, and Monique Carry. 2014. Correlates of gang involvement and health-related factors among African American females with a detention history. *Children and Youth Services Review* 44: 120-25.
  - Voisin, Dexter, Lois Takahashi, Kathleen Berringer, Sean Burr, and Jessica Kuhnen. 2014. "Sex is violence": African American parents' perceptions of the link between exposure to community violence and youth sexual behaviours. *Child and Family Social Work*. doi:10.1111/cfs.12162.
  - Voisin, Dexter R., Marlene Wong, and Gina Miranda Samuels. 2014. A Response to Anastas and Coffey: The science of social work and its relationship to social work education and professional organizations. *Research on Social Work Practice* 24(5): 581-85.
  - Yorke, Cordelle B., Dexter R. Voisin, and Donna Baptiste. 2014. Factors related to help-seeking attitudes about professional mental health services among Jamaican immigrants. *International Social Work*. doi:10.1177/0020872813508573.
  - Bird, Jason D. P., and Dexter R. Voisin. 2013. "You're an open target to be abused": A qualitative study of stigma and HIV self-disclosure among black men who have sex with men. *American Journal of Public Health* 103(12): 2193-99.
  - Bouris, Alida, Dexter Voisin, Molly Pilloton, Natasha Flatt, Rebecca Eavou, Kisha Hampton, Lisa Kuhns, Milton Eder, and John Schneider. 2013. Project nGage: Network supported HIV care engagement for younger black men who have sex with men and transgender persons. *Journal of AIDS & Clinical Research* 4(9): 236.
  - Chen, Pan, Dexter R. Voisin, and Kristin C. Jacobson. 2013. Community violence exposure and adolescent delinquency: Examining a spectrum of protective factors. *Youth and Society*. doi:10.1177/0044118X13475827.
  - Crosby, Richard A., Dexter R. Voisin, Ralph J. DiClemente, Gina M. Wingood, Laura F. Salazar, Sara Head, Eve Rose, and Jessica McDermott-Sales. 2013. Relational correlates of unprotected oral and vaginal sex among African American adolescent females. *Sexual Health* 10(3): 284-6.
  - King, Kelly M., Dexter R. Voisin, and Ralph J. DiClemente. 2013. Gang norms and risky sex among adolescents with a history of detention. *Journal of Social Service Research* 39(4): 545-51.

- Perkins, Emory L., Dexter R. Voisin, and Kesslyn A Brade-Stennis. 2013. Brief research report: Sociodemographic factors associated with HIV status among African American women in Washington D.C. *International Journal of Women's Health* 5: 587-91.
- Voisin, Dexter R. 2013. Examining parental monitoring and deviant peers as pathways to sexual risk behaviors among Tehran (IR Iran) adolescents. *International Journal of High Risk Behaviors and Addiction* 2(2): 94-5.
- Voisin, Dexter R., Jason Daniel Patrick Bird, Cheng-Shi Shiu, and Cathy Kreiger. 2013. "It's crazy being a black, gay youth." Getting information about HIV prevention: A pilot study. *Journal of Adolescence* 36(1): 111-19.
- Voisin, Dexter R. and Caitlin M. Elsaesser. 2013. Pathways from polyvictimization to youth problem behaviors: The critical role of school engagement. *International Journal of Higher Education* 2(4): 15-30.
- Voisin, Dexter R., Anna Hotton, and John Schneider. 2013. Exposure to verbal parental aggression and sexual activity among low-income African American youth. *Journal of Child and Family Studies*. doi:10.1007/s10826-013-9720-7.
- Voisin, Dexter R., Anna Hotton, Kevin Tan, and Ralph DiClemente. 2013. A longitudinal examination of risk and protective factors associated with drug use and unsafe sex among young African American females. *Children and Youth Services Review* 35(9): 1440-6.
- Voisin, Dexter R., Laura F. Salazar, Richard Crosby, and Ralph J. DiClemente. 2013. The relationship between ethnic identity and chlamydia and gonorrhea infections among low-income detained African American adolescent females. *Psychology, Health, and Medicine* 18(3): 355-62.
- Voisin, Dexter, Cheng-Shi Shiu, Anjie Chan-Tack, Cathy Krieger, Dominika Sekulska, and Laura Johnson. 2013. In their own words: Racial/ethnic and gender differences in sources and preferences for HIV prevention information among young adults. *AIDS Care* 25(11): 1407-10.
- Voisin, Dexter R., Kevin Tan, and Ralph J. DiClemente. 2013. A longitudinal examination of the relationship between sexual sensation seeking and STI-related risk factors among African American females. *AIDS Education and Prevention* 25(2): 124-34.
- Voisin, Dexter R., and Jason Daniel Patrick Bird. 2012. "You get more respect," Reasons for sex among African American high school youth: A qualitative study. *Journal of Social Service Research* 38(3): 392-401.
- Voisin, Dexter R., and Jun Sung Hong. 2012. A meditational model linking witnessing intimate partner violence and bullying behaviors and victimization among youth. *Educational Psychology Review* 24(4): 479-98.
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- Voisin, Dexter R., and Jason Daniel Patrick Bird. 2009. What African American male adolescents are telling us about HIV infection among their peers: Cultural approaches for HIV prevention. *Social Work* 54(3): 201-10.

#### YASUI, MIWA

SSA Scholar Page (<http://ssascholars.uchicago.edu/m-yasui>)

Assistant Professor. B.A., Sophia University, Tokyo; B.A., Oregon. Ph.D, Oregon. Fields of Special Interest: cultural influences on development such as ethnic identity development and ethnic-racial socialization, examination of the cultural validity of assessments and interventions for ethnically diverse children and youth, culturally anchored parenting processes and family functioning, intervention and prevention of problem behaviors among youth, treatment of disruptive behaviors of young children, and observational methodology.

#### Selected publications:

- Dishion, Thomas J., and Miwa Yasui. In press. Translating models of adolescent problem behavior into effective intervention: Trials, tribulations and future directions. In *Wiley-Blackwell Handbook of Developmental Psychology in Action: Opportunities and Obstacles in Giving Developmental Psychology Away*, Rudolph Schaffer and Kevin Durkin, eds. New York: Blackwell Publishing.
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- Yasui, Miwa, and David B. Henry. 2013. Shared understanding as a gateway for treatment engagement: A preliminary study examining the effectiveness of the culturally-enhanced video feedback engagement intervention. *Journal of Clinical Psychology* 70(7): 658-72.

#### YBARRA, MARCI A.

SSA Scholar Page (<http://ssascholars.uchicago.edu/m-ybarra>)

Assistant Professor. B.S.W., M.S.W., Wayne State; Ph.D., Wisconsin. Fields of Special Interest: poverty and inequality, social service delivery, work supports, and family well-being.

#### Selected publications:

- Ha, Yoonsook, and Marci A. Ybarra. 2013. Are strong work-first welfare policies aligned with generous child care provisions? What states are doing and the implications for social work. *Families in Society* 94(1): 5-13.
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- Magaña, Sandra, and Marci A. Ybarra. 2010. Family and community as strengths in the Latino community. In *Social Work Practice with Latinos: Key Issues and Emerging Themes*, Rich Furman and Nalini Negi, eds. Lyceum Books.



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# FIELD AGENCIES

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2014-15

This list is a sample listing of field placements. For more information regarding field placements, please contact the Director of Field Education.

- A Knock at Midnight - Family Advocate
- Access Community Health Network - Westside Healthy Start Program
- Adelante PC
- Advocate Health Care - Congregational Health Partnerships/The Center for Faith and Community Health Transformation
- Advocate Illinois Masonic Medical Center - Department of Psychiatry Inpatient Unit
- Advocate Lutheran General Hospital
- Advocate Lutheran General Older Adult Services
- Age Options
- Aging Care Connections
- Alternatives, Inc.
- Ann and Robert H. Lurie Children's Hospital of Chicago
- Ann and Robert H. Lurie Children's Hospital of Chicago - Child and Adolescent Psychiatry
- Ann and Robert H. Lurie Children's Hospital of Chicago - Office of Child Advocacy
- Arab American Family Services
- Asian American Institute
- Asian Human Services, Inc.
- Beacon Therapeutic Diagnostic and Treatment Center
- Benevolent
- Brand New Beginnings - Direct Practice
- Brightview Care Center
- Broadway Youth Center
- Bronzeville Lighthouse Charter School
- BUILD, Inc.
- Captain James A. Lovell Federal Health Care Center
- Carole Robertson Center for Learning (The)
- Casa Central - Violence Prevention and Intervention Program
- Catholic Charities - Adoption Services (formerly Non-Residential Children and Youth Services)
- Catholic Charities - Arts of Living Institute
- Catholic Charities - Performance and Quality Improvement
- Center for Advancing Domestic Peace, Inc.

- Center for Changing Lives (formerly Humboldt Park Social Services)
- Center for Contextual Change
- Center on Halsted
- Chapin Hall at the University of Chicago
- Chicago Area Project - Department of Community Development Operations
- Chicago Center for Youth Violence Prevention (formerly at Chapin Hall)
- Chicago Child Care Society
- Chicago Children's Advocacy Center - PATHH and Advocacy
- Chicago Coalition for the Homeless
- Chicago Commons
- Chicago Commons - Community Education Model
- Chicago Counseling Associates - Internship Program
- Chicago Foundation for Women
- Chicago House - TransLife Center
- Chicago House and Social Service Agency - Scattered Site Housing
- Chicago House - Gaining Ground
- Chicago House - I-4 Employment Program
- Chicago House - I-4 Employment Program - Social Administration
- Chicago Innocence Project
- Chicago Institute for Psychoanalysis
- Chicago Institute for Psychoanalysis - Center for Child and Adolescent Psychotherapy
- Chicago Lakeshore Hospital - Adolescent Intensive Outpatient Program
- Chicago Lighthouse for the Blind or Visually Impaired - Seniors Program
- Chicago Lights - Elam Davies Social Service Center - Community Collaboration Project
- Chicago Public Schools - Bowen High School
- Chicago Public Schools - Kenwood Academy
- Chicago Public Schools Office of Special Education and Supports
- Chicago Public Schools - Tilden High School
- Chicago Quest School
- Chicago Read Mental Health Center
- Chicago Women's Health Center
- Chicago Youth Centers: Education Support Initiative (ESI) Program
- Child Link - Counseling Department
- Childcare Network of Evanston
- Children's Home and Aid - Ecuentro/Bridges Program
- Children's Place Association - Lifelong Families
- Children's Research Triangle - Clinical Therapy Program
- ChildServ - Chicago

- Chinese American Service League - Elderly Services Program
- Chinese Mutual Aid Association
- CLAIM (Chicago Legal Advocacy for Incarcerated Mothers)
- Clayton Residential Home
- Columbia College Chicago - Student Counseling Services
- Community Consolidated School District 15
- Community Counseling Centers of Chicago - Outpatient
- Community Counseling Centers of Chicago - Recovery Point
- Cook County - Adult Probation Mental Health Unit
- Cook County Circuit Court - Social Service Department
- Cook County Juvenile Probation
- Cook County Sheriff's Department of Women's Justice Services
- Corazon Community Services
- Corporation for Supportive Housing
- Council for Jewish Elderly aka CJE Senior Life
- Deborah's Place
- Department of Children and Family Services - Office of Housing and Cash Assistance
- Depression and Anxiety Specialty Clinic of Chicago
- DHHS Office of Inspector General: Office of Evaluation and Inspection
- Dress for Success
- DRW Trading College Prep
- EdgeAlliance
- Edward Hines, Jr., VA Hospital
- Elam Davies Social Service Center - (Fourth Presbyterian Church)
- Enlace Chicago
- Enlace Chicago (formerly Little Village Community Development Corporation)
- Enlace Chicago - Violence Prevention Program
- Envision Unlimited (formerly CARC)
- EPIC Academy Charter High School (CORE)
- Erie Family Health Center - Behavioral Health - CORE
- Erie Family Health Center - Teen Health Center
- Erie Neighborhood House
- Evanston Township High School
- Ezra Multi Service Center
- EZRA Multi-Service Center - Keshet Bayit Housing Program
- Family Focus Englewood - Chicago Safe Start
- Family Focus - Programs and Quality Assurance
- Family Rescue Court Program
- Family Rescue - Rosenthal Family Lodge

- Family Service of Highland Park
- Feeding America, formerly America's Second Harvest
- Gallistel Language Academy
- Gary Comer College Prep Noble Street S. Campus (Charter High School)
- Gateway Foundation - Life Skills Treatment and Recovery
- Gateway Foundation - Pre-Release and Day Reporting Programs
- Gateway Foundation - Men's Residential Addiction Treatment Center
- Glenbard West High School
- Hartgrove Hospital
- Haven Youth and Family Services
- Heartland Alliance for Human Needs and Human Rights - Social IMPACT Research Center Policy and Advocacy
- Heartland Alliance Marjorie Kovler Center
- Heartland Health Outreach - Vital Bridges Center on Chronic Care
- Heartland Health Outreach - Mental Health and Addiction Services
- Heartland Human Care Services - Housing Division
- Heartland Human Care Services - Northern Tier Anti-Trafficking Consortium
- Heartland Human Care Services - Outpatient Services
- Heartland Human Care Services - Shelter Plus Care-Housing Division
- Hephzibah Children's Association
- Heshima Kenya
- HIMSS (Health Information and Management Systems Society)
- Hinsdale Family Medicine Residency Program
- Housing Opportunities and Maintenance for the Elderly (HOME)
- Howard Brown Health Center
- Hyde Park Neighborhood Club
- Hyde Park Neighborhood Club - Out-of-School Time Programs
- Illinois Action for Children - Public Policy and Advocacy Department
- Illinois Caucus for Adolescent Health
- Illinois Collaboration On Youth (ICOY) formerly Youth Network Council
- Illinois Criminal Justice Information Authority - Research and Analysis Unit
- Illinois Public Health Institute
- Independence Center
- Infant Welfare Society of Evanston
- Ingalls Memorial Hospital - Behavioral Health
- Ingenuity Incorporated
- Inner-City Muslim Action Network - Behavioral Health Services
- Inspiration Café
- Inspiration Corporation - The Employment Project
- Institute for Juvenile Research

- Interfaith House
- Jesse Brown V.A. Hospital
- Jewish Child and Family Services - Services for People with Disabilities
- Jewish Council on Urban Affairs
- John H. Stroger, Jr., Hospital of Cook County-Department of Trauma
- Johnson College Prep
- Juvenile Protective Association
- KIPP - Chicago
- Korean American Community Services
- LAF (Legal Assistance Foundation)
- Lakeshore Care Center
- Latino Organization of the Southwest
- Lawndale Christian Legal Center - Social Services Program
- Lawyers' Committee for Better Housing
- Leyden Family Services and Mental Health Center - Aftercare Department
- Leyden Family Service and Mental Health Center - Outpatient Mental Health
- Liberty Junior High School
- LIFT - Chicago
- Lincoln Park Community Shelter
- Lincoln Way Area Special Education District 843 - MacKay Center
- Lincoln-Way West High School
- Live Oak, Inc.
- Living Room Café of Inspiration Corporation
- Lorene Repogle Counseling Center
- Lutheran Social Services of Illinois - Connections
- Maddock Elementary School
- Mandel Legal Aid Clinic
- Marillac St. Vincent Family Services
- Mayer and Morris Kaplan Family Foundation
- McCormick Tribune YMCA of Metropolitan Chicago
- McGaw YMCA
- Mercy Hospital
- Mercy Housing Lakefront
- Mercy Housing - Lakefront Supportive Housing
- Meridian Middle School Aptakisis Tripp School District #102
- Metropolitan Family Services - Adult Mental Health Outpatient
- Metropolitan Family Services - Adult Protective Services
- Metropolitan Family Services (DuPage) - Senior Program
- Metropolitan Family Services - Evaluation and Training Department
- Metropolitan Family Services - Family Violence Intervention Program

- Metropolitan Family Services - Jane Addams Domestic Violence Court Advocacy Program
- Metropolitan Family Services - South Chicago Center
- Mikva Challenge Elections in Action
- Misericordia Homes
- Mt. Sinai - Under the Rainbow (Outpatient Behavioral Health)
- Namaste Charter School
- Network for College Success - John Hancock High School
- Network for College Success - Wells Community Academy High School
- New Trier High School
- Night Ministry - Youth Outreach Team
- Noble Street College Prep
- North Shore Senior Center - House of Welcome Adult Day Services
- Northshore University Health System - Adolescent Partial Program
- Northshore University Health System - Adult Partial Hospital Program
- Northshore University Health System - Evanston Adolescent Day School
- Northwest CASA (Center Against Sexual Assault)
- Northwestern Cognitive Neurology and Alzheimer's Disease Center
- Northwestern Memorial Hospital - Department of Case Management
- Northwestern Memorial Hospital - Stone Institute of Psychiatry Outpatient
- Northwestern Memorial Hospital - Warren Wright Adolescent Center
- Northwestern University - Counseling and Psychological Services
- Oak Park Public Schools - District 97
- Ounce of Prevention Fund (The)
- Outpatient Senior Health Center of UChicago (aka Windermere Health Center)
- Parenthesis Family Center
- PCC Community Wellness Center - Behavioral Health
- PCC Community Wellness Center - Centering and MCH Programs
- Perspectives Charter Schools
- Perspectives Middle Academy
- Pillars Community Services
- PLOWS Council on Aging
- Polk Bros. Foundation
- Presence Behavioral Health (formerly Resurrection)
- Presence Behavioral Health at St. Mary and Elizabeth Medical Center
- Public Health Institute of Metropolitan Chicago
- Rape Victim Advocates
- RefugeeOne
- Rehabilitation Institute of Chicago - Inpatient
- Response Center - Medical Unit

- Restaurant Opportunities Center United
- Rush University - Bowman Health Center
- Safe Haven School
- Saint Joseph Hospital - Outpatient Behavioral Health Program
- Salvation Army Evangeline Booth Lodge
- Salvation Army Family and Community Services - Midway Office
- Salvation Army - Mobile Outreach
- Sarah's Circle
- Schwab Rehab Hospital
- Seasons Hospice and Palliative Care
- Skokie School District 73 - 1/2
- Smart Love Family Services - Clinical Services
- Solid Ground
- Sonia Shankman Orthogenic School
- South Shore Hospital - Geriatric Psychiatric Unit
- South Shore Hospital - Geriatric Psychiatric Unit
- Southwest Organizing Project
- Taller de Jose
- TASC, Inc. - Mental Health Court Program
- Test Positive Aware Network (TPAN) - POWER, LIFT and Case Management
- The Harbour, Inc. - CORE
- Thresholds - Mobile Assessment Unit-Shelter Library Linkage
- Thresholds Rowan Trees
- Turning Point Behavioral Health Center
- UChicago Hospitals - Department of Social Work
- UChicago Hospitals - Hematology/Oncology
- Uhlich Children's Advantage Network - CITY - Chicagoland Institute for Transforming Youth
- Uhlich Children's Advantage Network - Counseling and Youth Development Services
- Uhlich Children's Advantage Network - Teen Parenting Service Network
- Uhlich Children's Advantage Network - TPSN Clinical Therapy Department
- Uhlich Children's Advantage Network - TPSN - Educational Support Department
- UIC College of Medicine - Urban Health Program
- UIC College Prep High School - The LSV Campus
- UIC Department of Psychiatry Community Reintegration Program - Intensive Outpatient Program
- UIC Hospital and Health Sciences System: Pediatric Oncology
- United Way of Metropolitan Chicago

- University of Chicago Charter School - Woodlawn Campus
- University of Chicago Charter Schools - North Kenwood Oakland Campus
- University of Chicago - Section of Pediatric Infectious Disease - Care2Prevent
- University of Illinois Chicago Family Clinic, Institute on Disability and Human Development
- UNO - Major Hector P. Garcia M.D. Charter High School - Office of Student and Family Affairs
- U.S. Administration on Aging, Administration for Community Living, Department of Health and Human Services
- U.S. Department of Housing and Urban Development, Office of Community Planning and Development, Chicago Regional Office
- Veterans Resource Center - Chicago
- Village Leadership Academy - Family Support
- Westlake Hospital - Inpatient Behavioral Health Unit
- Year UP Chicago
- YMCA - Youth Safety and Violence Prevention
- York Community High School
- Young Center for Immigrant Children's Rights at the University of Chicago Law School
- Youth Guidance
- Youth Guidance - School Based Counseling
- Youth Organizations Umbrella (YOU)
- Youth Organizations Umbrella (YOU)
- Youth Outreach Services - Irving Park
- Youth Service Project, Inc.
- YWCA of Metropolitan Chicago - Sexual Violence and Support Services-Adult Counseling Program



# SSA CALENDAR

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**International Student Orientation:** September 8-19

**EEP Orientation:** September 13

**MA and PhD Orientation:** September 22-27

**Autumn Quarter Registration:** September 22-26

## AUTUMN QUARTER 2014

Description	Date(s)
Field Work Evaluations Due to Field Consultant (Final 1st year Core EEP evaluation)	September 26
Classes Begin	September 29
Fieldwork Begins (Second year students)	October 6
Fieldwork Begins (First year students)	October 7
Field Learning Agreements Due to Field Consultant (Full-time Program)	October 23
Field Learning Agreements Due to Field Consultant (EEP students)	November 17
Winter Quarter Registration	November 17-21
Thanksgiving Holiday	November 27-28
Fieldwork Evaluations Due to Field Consultant (Full-time Program)	December 5
Fieldwork Ends	December 12
Autumn Quarter Convocation	December 12
Quarter Ends	December 13
Winter Break	Dec. 13 - Jan. 4

## WINTER QUARTER 2015

Description	Date(s)
Classes and Fieldwork Begin	January 5
Dr. Martin Luther King, Jr., Birthday Observance	January 19
Field Evaluations Due to Field Consultant (All EEP students)	January 26
Spring Quarter Registration	February 23-27
Fieldwork Evaluations Due to Field Consultant (Full-time Program)	March 13
Winter Quarter Convocation	March 20
Fieldwork Ends	March 20

Quarter Ends	March 21
Spring Break	March 21-29

### SPRING QUARTER 2015

<b>Description</b>	<b>Date(s)</b>
Classes and Fieldwork Begin	March 30
Fieldwork Evaluations Due to Field Consultant (All EEP students and Full-time second year students)	May 21
Memorial Day Holiday	May 25
Final Fieldwork Evaluations Due (Full-time first year students)	June 5
Fieldwork Ends (Second year Full-time and graduating EEP students)	June 5
Fieldwork Ends (First year Full-time students)	June 12
Hooding Ceremony	June 12
Spring Quarter Convocation	June 13
Quarter Ends	June 13

\* Calendar is subject to change.



# INDEX

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A	
Admission Requirements .....	39
Associates .....	144
C	
Courses of Instruction .....	59
E	
Educational Programs .....	15
F	
Faculty Publications .....	97
Field Agencies .....	147
O	
Officers and Administration .....	3
R	
Resources and Services .....	51
S	
SSA Announcements .....	2
SSA Calendar .....	155
T	
The Field and the School .....	7
Tuition, Fees, and Financial Aid .....	46



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