THE UNIVERSITY OF

CHICAGO

SCHOOL OF SOCIAL SERVICE ADMINISTRATION
ANNOUNCEMENTS 2015-2016
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The University official responsible for coordinating compliance with the University of Chicago non-discrimination policy is Ingrid Gould, Interim Affirmative Action Officer. She can be reached via email at i-gould@uchicago.edu and by telephone at 773.702.8846 (collegecatalog.uchicago.edu/ssa/tel:773.702.8846). Her office is located in Edward H. Levi Hall, 5801 South Ellis Avenue, Suite 510.

The Interim Title IX Coordinator for the University is Belinda Cortez Vazquez, Associate Dean of Students in the Office of Campus and Student Life. She can be reached via email at belinda@uchicago.edu and by telephone at 773.834.9710 (collegecatalog.uchicago.edu/ssa/tel:773.834.9710). Her office is located in Edward H. Levi Hall, 5801 South Ellis Avenue, Room 212.

The Interim 504 and ADA Coordinator for the University is Gregory Moorehead, Director of Student Disability Services. He can be reached via email at gmoorehead@uchicago.edu and by telephone at 773.702.7776 (collegecatalog.uchicago.edu/ssa/tel:773.702.7776). His office is located at 5501 South Ellis Avenue.

The information in these Announcements is correct as of August 1, 2015. It is subject to change.
## Officers and Administration

### Officers of the University

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<tr>
<td>Joseph Neubauer</td>
<td>Chairman of the Board of Trustees</td>
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<td>Robert J. Zimmer</td>
<td>President of the University</td>
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<td>Eric D. Isaacs</td>
<td>Provost</td>
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### Administration of the School

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<tr>
<td>Neil Guterman</td>
<td>Dean</td>
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<td>Celia M. Bergman</td>
<td>Dean of Students</td>
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<tr>
<td>Robert J. Chaskin</td>
<td>Deputy Dean for Strategic Initiatives</td>
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<tr>
<td>Stephen G. Gilmore</td>
<td>Associate Dean for External Affairs</td>
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<tr>
<td>Deborah Gorman-Smith</td>
<td>Deputy Dean for Research</td>
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<tr>
<td>Esty Gur</td>
<td>Associate Dean for Administration</td>
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<tr>
<td>Harold A. Pollack</td>
<td>Deputy Dean for Faculty Development</td>
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<tr>
<td>Tina L. Rzepnicki</td>
<td>Deputy Dean for Curriculum</td>
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<tr>
<td>C. Gidget Ambuehl-Armstrong</td>
<td>Office Manager</td>
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<tr>
<td>Nancy Chertok</td>
<td>Director of Field Education</td>
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<tr>
<td>Mary S. Debose</td>
<td>Assistant Director of Admissions</td>
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<td>Joseph R. Edwards</td>
<td>Associate Dean of Students</td>
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<tr>
<td>Suzanne A. Fournier</td>
<td>Assistant Dean for Administration and Director of Grants and Contracts</td>
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<td>Laura Chavez Hardy</td>
<td>Director of Admissions</td>
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<td>Bharathi Jayaram</td>
<td>Associate Director of Field Education</td>
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<tr>
<td>Michael A. Jogerst</td>
<td>Assistant Dean and Director of Career Services</td>
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<td>Julie Jung</td>
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<td>Richard J. Kass</td>
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<td>Paul Belloni</td>
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<td>Sara L. Manewith</td>
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<td>Yelene Modley</td>
<td>Associate Director of Alumni Relations and the SSA Fund</td>
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<td>Maureen Stimming</td>
<td>Director of Professional Development Program and Marketing</td>
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<td>Kari E. Walsh</td>
<td>IRB Director</td>
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### Officers of Instruction

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<tr>
<td>William Borden, Ph.D., Senior Lecturer</td>
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<tr>
<td>Alida M. Bouris, Ph.D., Assistant Professor; Faculty Affiliate, Center for Interdisciplinary Inquiry and Innovation on Sexual and Reproductive Health; Research Affiliate, University of Chicago Urban Network</td>
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Evelyn Z. Brodkin, Ph.D., Associate Professor; Research Affiliate, University of Chicago Urban Network (on leave 2015-2016)

E. Summerson Carr, Ph.D., Associate Professor

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Matthew W. Epperson, Ph.D., Assistant Professor; Faculty Affiliate, University of Chicago Crime Lab

Gina Fedock, Ph.D., Assistant Professor

Angela García, Ph.D., Assistant Professor

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Sydney L. Hans, Ph.D., Samuel Deutsch Professor; Chair, SSA Doctoral Program

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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

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Stanley G. McCracken, Ph.D., Lecturer

J. Curtis McMillen, Ph.D., Professor

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

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
Harold A. Pollack, Ph.D., Helen Ross Professor; Affiliate Professor in the Biological Sciences Collegiate Division and the Department of Public Health Sciences; Faculty Associate, SSA/Center for Health Administration Studies; Faculty Affiliate, Center for Health and the Social Sciences; Faculty Advisor, SSA/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 (on leave 2015-2016)

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Dexter R. Voisin, Ph.D., Professor; Faculty Affiliate, Center for Health and the 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 (on leave 2015-2016)

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

FACULTY EMERITI

Sharon B. Berlin, Ph.D., Helen Ross Professor Emerita
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

LIFE MEMBERS
Daniel Alvarez, Sr.
Judith S. Block
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

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, SSA prepares 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 is 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 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; Urban Education Lab; the Network for College Success; the Employment Instability, Family Well-being, and Social Policy Network (EINet); the STI and HIV Intervention Network (SHINE); the Woodlawn Children’s Promise Community, and the Chicago Center for Youth Violence Prevention (one of six 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 more are anticipated in the near future. SSA faculty also serve on the Steering Committee of the University’s Center in Delhi, the University’s Beijing Governance Committee, and the international advisory board of the *Indian Journal of Social Work*.

One outgrowth of our growing visibility on the global stage is a new acceleration of our international student enrollment, which reached an all-time high this year. To support this global student cohort, SSA held its first specialized orientation session for international students – a week of orientation and training sessions before the formal start of the fall quarter 2014 – to ease the academic and cultural transition, share information about SSA and UChicago resources, and provide networking opportunities.

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 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), the home to mainland China’s oldest and most well-established social work program. We have hosted PKU faculty at Chicago on two separate occasions and have 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 addition to co-organizing with PKU two workshops in Beijing, SSA hosted, in fall 2014, a delegation of faculty from some of China’s leading social work programs, introducing them to a weeklong immersion in SSA’s robust educational fieldwork-classroom integration.

We established, in 2013, an intensive Institute in China in partnership with Hong Kong Polytechnic University (PolyU) which focuses on responses to social exclusion in Hong Kong, mainland China, and the United States. The annual program allows students from SSA and PolyU to learn from and gain perspectives each other. The intensive institutes have included local site visits in Hong Kong and Mainland China, where students have examined local social welfare issues facing migrants, asylum seekers, and tenant farmers, including housing shortages, health inequality, and economic development policies. As with the TISS program, this exchange is designed to maximize interaction and learning between students from Hong Kong,
China, the U.S., and elsewhere, through a range of formal curricular, field-oriented, and informal interactions, and 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—as they are playing out across these four national contexts. Following the seminar, a strategic planning workshop was held to discuss the possibilities for both dyadic and multilateral exchanges and institutional relationships among participating institutions. The seminar and workshop were grounded in our developing relationship with PKU and were 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 was held in 2014, and another in June 2015 in Mumbai, India.

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, robust, and 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 face require disciplined intellectual intensity to pursue ideas and develop knowledge that challenge conventional ways of understanding social problems. We anticipate elevating further our intellectual leadership by recruiting additional eminent scholars who represent a rich mix of expertise and disciplinary diversity, and whose ideas and intense inquiry generate new understandings and effective responses to the most intractable social problems of our times, including growing poverty, violence, 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 the Chicago area at 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.
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.
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:

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<thead>
<tr>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td>SSAD 30000</td>
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<td>SSAD 30100</td>
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<td>SSAD 32700</td>
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*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 2015–2016 academic year are listed below.

42100 Aging and Mental Health
42800 Clinical Intervention with Socially Vulnerable Clients
43300 The Exceptional Child
43622 Life Course Development: Immigrant Adolescents and their Families
43912 Social Work with Veterans
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
45512 Global Perspectives on Resilience: Trauma, Healing and Reconciliation in Post-genocide Rwanda
46922 Structuring Refuge: U.S. Refugee Policy and Resettlement Practice
47232 Promoting the Social and Academic Development of Children in Urban Schools
47442 Criminal Justice and Social Work Interface: Entering an Era of Decarceration
47512 The U.S. Health Care System
47812 Human Rights and Social Work: Opportunities for Policy and Practice
48300 Theories and Strategies of Community Change
60100 Drugs: Culture and Context
60200 Spirituality and Social Work Practice
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
- 61812 Cognitive Behavioral Therapy with Vulnerable Populations
- 63700 Acceptance and Commitment Therapy

2. Family Systems Approaches

- **40800** Family Systems Approaches to Practice
- 41700 Clinical Treatment of Abusive Family Systems
- 40212 Couples Therapy
Educational Programs

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

2015-2016 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. 2015-2016 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
62400 Community Ethnography
63800 Program Evaluation in International Settings
64600 Quality Monitoring and Improvement for the Social Services

III. Advanced HBSE

40000 Clinical Intervention in Substance Abuse
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
49322 Dying, Death and Loss
60100 Drugs: Culture and Context
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
- 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 *
- 45112 Contemporary Immigration Policy and Practice
- 47442 Criminal Justice and Social Work Interface: Entering an Era of Decarceration
- 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
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
Organizations and 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 that students choosing the Organizations and Management cluster take three or more Cluster courses and one or more Context courses. The following courses will be offered in 2015-16:

**CLUSTER**

- 46512 Management Skills for Community Empowerment and Systemic Change
- 65600 Special Issues in Health Care Management: Health Systems Transformation
- 45912 Supervision from an Organizational and Relationship Perspective
- 47300 Strategic Management: External Factors
- 49600 Financial Management for Non-profit Organization
- 62600 Philanthropy, Public Policy, and Community Change
- 46412 The Evaluation of Social Welfare Programs and Policies
- 64600 Quality Monitoring and Improvement for the Social Services

**CONTEXT**

- 60300 Workforce and Workplace Development: Inequality in Employment
- 61500 Urban Education and Educational Policy
- 47512 The U.S. Health Care System
- 48112 Community Organizing
- 64700 Organizing Coalitions for Change: Growing Power and Social Movements
- 46922 Structuring Refuge: U.S. Refugee Policy and Resettlement Practice

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 that 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
47232 Promoting the Social and Academic Development of Children in Urban Schools
47512 The U.S. Health Care System
49032 Health and Aging Policy
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 courses in Family Support. Family Support Principles, Practice, and Program Development (42700) explores the theoretical principles and values underlying family support. Students can take Work and Family Policy: Policy Considerations for Family Support (42912) or Child and Family Policy (48800) based on which class is being taught that year. 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) 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 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. The GPHAP courses count toward the student’s master’s degree. There is no extra charge to participate in GPHAP. 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.

The link to the GPHAP application is: https://myssa.uchicago.edu/gphap/

For questions or to discuss the program, feel free to contact the program director, Laura Botwinick, at lbotwinick@uchicago.edu.

**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
Educational Programs

processes may have on social work practice. Courses available at SSA in 2015-16 include:

- 45112 Contemporary Immigration Policy and Practice
- 45312 Urban Social Movements
- 45512 Global Perspectives on Resilience: Trauma, Healing and Reconciliation in Post-genocide Rwanda
- 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
- 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 Licensure (formerly 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. The course 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. Students also choose 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, (40732) Advanced Practice in Schools, 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. 48).
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, and have completed both their general education requirements and the requirements for their College major by the end of the third year.

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 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 percent 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**

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ADMISSION REQUIREMENTS

In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, 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, status as an individual with a physical or mental disability unrelated to ability, protected veteran status, military status, unfavorable discharge from military service, citizenship status, genetic information, marital status, parental status, ancestry, source of income, credit history, housing status, order of protection status, actual or perceived association with such a person, and does not discriminate against members of other protected classes under the law.

The University official responsible for coordinating compliance with the University of Chicago non-discrimination policy is Ingrid Gould, Interim Affirmative Action Officer. She can be reached via email at i-gould@uchicago.edu and by telephone at 773.702.8846. Her office is located in Edward H. Levi Hall, 5801 South Ellis Avenue, Suite 510.

The Interim Title IX Coordinator for the University is Belinda Cortez Vazquez, Associate Dean of Students in the office of Campus and Student Life. She can be reached via email at belinda@uchicago.edu and by telephone at 773.834.9710. Her office is located in Edward H. Levi Hall, 5801 South Ellis Avenue, Room 212.

The Interim 504 and ADA Coordinator for the University is Gregory Moorehead, Director of Student Disability Services. He can be reached via email at gmoorehead@uchicago.edu and by telephone at 773.702.7776. His office is located at 5801 South Ellis Avenue, Room 234.

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 General 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
Admission Requirements

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 $75 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
Admission Requirements

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), and also the University’s
Application for Loans and Federal Assistance at 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 non-
refundable 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 $75
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. If the Admissions office is unable to complete a degree verification based
on the documentation submitted, the Admissions office reserves the right to
require a credential evaluation by an approved outside agency.

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 $69,891 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. **Interview.** International applicants may be asked to complete a Skype Interview as part of the application requirements. The Admissions office will contact the individual applicant to determine whether a Skype Interview is required or not.

5. 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.

6. **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**

**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 2015-16 academic year is $44,178. 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:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$44,178</td>
</tr>
<tr>
<td>Student Life Fee</td>
<td>$1,089</td>
</tr>
<tr>
<td>One-time Lifetime Transcript Fee</td>
<td>$60</td>
</tr>
<tr>
<td><strong>University Student Health</strong></td>
<td></td>
</tr>
<tr>
<td>Basic Insurance Plan (student only)</td>
<td>$3,432</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$14,130</td>
</tr>
<tr>
<td>Personal Expenses</td>
<td>$2,880</td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
<td>$1,785</td>
</tr>
<tr>
<td>Commuting to and from field placement only (includes quarterly U-Pass fee)</td>
<td>$2,337</td>
</tr>
<tr>
<td><strong>Total for a single student</strong></td>
<td>$69,891</td>
</tr>
</tbody>
</table>

**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 2015-16 academic year.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.)</td>
<td>$75</td>
</tr>
<tr>
<td>Advance reservation deposit (credited to Autumn quarter tuition)</td>
<td>$250</td>
</tr>
<tr>
<td><strong>University Student Health Insurance Plan (U-SHIP) (per quarter for three quarters):</strong></td>
<td></td>
</tr>
<tr>
<td>Basic Plan (student only)</td>
<td>$1,144</td>
</tr>
</tbody>
</table>
Basic Plan + 1 Dependent (spouse/domestic partner/child) $2,288
Basic Plan + 2 or more Dependents (spouse/domestic partner/children) $3,415
Student Life Fee (each quarter) $363
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 $286

Tuition per quarter for Master’s Program:
Graduate program of three courses $14,726
EEP and part-time day program of two courses $10,527
One course $6,343

Tuition per quarter for Doctoral Program:
Scholastic Residence $14,726
Advanced Residence $5,824

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) $330

*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 percent 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
Tuition, Fees, and Financial Aid

the application for admission. Returning students reapply for SSA scholarships each year with 99 percent 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 five 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://www.fafsa.ed.gov) and 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 percent. 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 percent. These funds are extremely limited, and the University cannot guarantee the availability of monies to all students who apply. Annual maximum amounts are determined by the amount of funds available. Students must be registered full time to be eligible for Federal Perkins Student Loans.

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

Direct GradPLUS Loans have a fixed interest rate of 7.9 percent. 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 percent. 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.
- 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 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

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 approximately 40,000 volumes, including books, journals and reference works. Reserve readings for SSA classes are located here.

The Library provides online access to thousands of journals and ebooks as well as hundreds of databases. Computer workstations are available in the Library, which provide access to all of our online resources as well as various software products to assist you with your research.

The staff of the SSA library is available to help researchers 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 Librarian can also provide research consultations and assistance with citation management tools.

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 SSA are welcome to attend workshops and are provided a 50 percent discount. PDP events should be considered 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 for descriptions of the student associations.

**Advocates’ Forum**
Black Student Association
Colleges Aligned Against Sexual Exploitation (CAASE)
Community and Economic Development Organization (CEDO)
Contemporary Indigeneity
Disability Student Association
Doctoral Student Association (DSA)
The Elephant (Diversity Organization)
Faith and Spirituality in Social Work
Feminist Student Association (FSA)
Group Learning Opportunities and Balance for Evening Students (GLOBES)
Healing Hearts
International Social Welfare Student Association (ISW)
Justice in the Field
Justice Works
Latino Student Association
Older Adult Film Series
OUTreach: LGBTQ and Allied Social Workers
Pan Asian Student Association (PASA)
Praxis
Social Work Innovation and Entrepreneurship Organization
SSA BridgeWe International Student Group
SSA Peer Mentoring Program
Student Advocate for Veterans Association (SAVA)
Student Alliance for Mental Health and Wellness
Student Alumni Representatives
Student Government Association at SSA (SSA/SGA)
Student Grant Writers Association

**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.

2015-16 SSA Alumni Board of Directors
Alison Weston, AM ’08, President
Ashley Jackson, AM ’11, Vice President
Loretta Maestranzi, AM ’14, Secretary
Samatha Aigner-Treworgy, AM ’10, MPP ’10
Jarred Anthony Butto, AM ’07
Louise Doss-Martin, AB ’59, AM ’63
Melanie Eisner, AM ’06 (SSD), AM ’09 (SSA)
Esther Franco Payne, AM ’99
Patricia Giffin Hanberry, AM ’75
Jeff Glick, AM ’75
Livier Gutierrez, AM ’15
Marshall Jacobson, AM ’65
Joanne Medak, AM ’74
Ingrid Roxana Meija, AM ’08
Thomas O’Conner, AM ’73
Charles Scurr, AM ’75
Alison Wagner, AM ’11

Publications

Advocates’ Forum
The University of Chicago School of Social Service Administration Advocates 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. The faculty advisor for the 2015-16 academic year is Assistant Professor Gina Fedock (https://ssascholars.uchicago.edu/g-fedock).

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 develop innovative new approaches to reducing violence, and work with them to test new innovations using randomized controlled trials (RCTs). In 2011, Crime Lab launched the Urban Education Lab to support RCTs specifically in the area of improving education outcomes, which, particularly in disadvantaged urban areas, are deeply connected to risk of violence involvement. In 2014, Crime Lab announced the launch of the University of Chicago Crime Lab New York. Leading researchers will provide New York policy makers with rigorous, objective, scientific evidence to help reduce crime, violence and the costs of criminal justice in a new partnership with the City of New York. The Crime Lab 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.
UNIVERSITY RESOURCES AND SERVICES

LIBRARY

The University of Chicago Library serves the primary research and study interests of faculty, students and staff. One of the country’s foremost research libraries, it is a vital center in the intellectual culture of the University and a rich academic resource for the scholarly community.

The University Library is a unified system consisting of six libraries that house resources in a variety of formats. The Library resources include over 10 million print and electronic volumes, over 30 million manuscript and archival pieces, and 440,000 maps and aerial photographs. Other resources include a large number of major sets of microform materials, electronic indexes and abstracting services, and a wide variety of full-text electronic books and journals. For more information about the University of Chicago Library—its collections, services and electronic resources—please visit www.lib.uchicago.edu or call the Library Administrative Office at 773.702.8740.

The University Library’s extensive print and multi-media research collections in the humanities and social sciences are housed in the Joseph Regenstein Library, the Library’s largest facility. The Regenstein Library’s collections are especially rich in the fields of theology and religion, classics, philology, philosophy, psychology, languages and literatures, anthropology, art, film and theater, music, photography, political science, history, business and economics, linguistics, education, sociology and social statistics, maps and geography, and bibliography.

Connected to the Regenstein Library is the Joe and Rika Mansueto Library, which opened in 2011. It contains a 180-seat reading room under an elliptical glass dome on the first floor. Below ground is a basement housing a massive high-density storage system that has the capacity to hold 3.5 million volumes. Currently 1 million volumes are stored there.

The Regenstein Library is home to four distinguished area studies collections. The Middle East Collection covers the ancient, medieval and modern civilizations of the Middle East. Its holdings are particularly rich in Assyriology and Egyptology and Islamic civilization from its rise in the sixth century until the present. The East Asian Collection is devoted to Chinese, Japanese and Korean materials, primarily in the humanities and social sciences. Manchu, Mongolian and Tibetan materials are also represented. The South and Southeast Asian Collections have publications on all aspects of life and culture in India, Bangladesh, Pakistan, Sri Lanka, Nepal and Bhutan, as well as materials on Myanmar, Thailand, Cambodia, Laos, Vietnam, Malaysia, Singapore, Brunei, Indonesia and the Philippines. The Slavic and East European Collections encompass the former Soviet Union and other East European countries.

The University’s collections of over 1.4 million volumes in the sciences, technology, biomedicine and the history of science and medicine are housed in the John
Crerar and Eckhart libraries. The Crerar Library includes most of the University's science and biomedical collections. It has more than 1.3 million bound volumes and 4,700 current serials. Also, more than 3,000 science serial titles are available electronically. The Crerar Library's collections in the history of science and medicine are distinguished and, combined with the rest of the University Library's, are among the strongest in the country.

The 55,000-volume Eckhart Library holds the University's collections in mathematics, mathematical statistics and computer science. The Social Service Administration Library has a 40,000-volume collection that covers all aspects of social welfare, social services and social work. The Library also has a large collection of microfilms, microfiche, pamphlets and publications of governmental and voluntary agencies.

The D'Angelo Law Library has collections of approximately 700,000 volumes in print and other formats, including the primary laws of the United States and all fifty states, foreign, comparative and international law, legal commentary on a variety of topics and resources in other disciplines of interest to law researchers. The Library's collections of government documents include legislative and parliamentary proceedings and journals, census and statistical information and legal materials from all over the world. The Library's collections are particularly strong in the nineteenth-century United States Federal documents and publications of major European governments dating back to the mid-19th century.

All libraries are open to readers who have a valid University ID or library card. Items from the Mansueto Library and Special Collections must be requested via the library catalog. Special Collections materials cannot be checked out. Instead books, archives and manuscripts can be made available for use in the Special Collections Reading Room on the first floor of Regenstein Library. A Chicago Card, a University of Chicago Library Card or a Day Pass to circulate items from Special Collections is needed.

Graduate-level research is promoted by long loan periods before materials have to be brought back to a library for return or renewal. Interlibrary loan service is available in all libraries.

Reference librarians are present in all of the libraries to provide orientation to library collections, services and facilities. The Reference staff is available for individual and group consultation, and can be contacted in person as well as by email and by telephone. The Library's subject bibliographers are also available for specialized reference services or to discuss print and/or electronic resources in their respective disciplines. See www.lib.uchicago.edu/e/using/reference/ for additional information.

The Library's website provides both a wide variety of information about the Library's collections and services and access to a growing array of networked information resources. The online subject guides offer an overview of both print and electronic resources and provide a useful starting place when beginning your research. A comprehensive list of electronic resources on the network with links to a variety of subject guides is available at www.lib.uchicago.edu/e/db/.
Instruction services are available for students. The library staff is available to teach workshops on the identification and use of library resources, including electronic information, and to assist in developing effective library research strategies. For more information visit www.lib.uchicago.edu/e/using/instruct/.

LIVING ACCOMMODATIONS

The University of Chicago provides a variety of housing options for its graduate students. For single students, the choices include International House and Neighborhood Student Apartments. Neighborhood Student Apartments also offers apartment arrangements suitable for couples and families. Additional information on housing options, including current costs, is sent to all newly admitted students.

Neighborhood Student Apartments

The University owns and operates numerous apartment buildings located around and within the campus area. Graduate students who are single, married or in a domestic partnership, and who are registered and making normal progress towards their degree, are eligible to live in Neighborhood Student Apartments. Apartment sizes range from studios to large three bedroom apartments, furnished or unfurnished, in walk-up or elevator buildings. Parking lots are available at some buildings. Options for single students include single occupancy and shared apartments. Couples with children are given priority for the two- and three-bedroom apartments. Inquiries should be addressed to Neighborhood Student Apartments Assignment Office, 5316 S. Dorchester Ave., Chicago, IL 60615, 773.753.2218. For property comparison information, visit http://rp.uchicago.edu/graduate_housing/property_comparisons.shtml.

Private Housing

The private housing market in the neighborhood around the University is generally very tight. Students interested in private housing should plan to look for accommodations well in advance of the start of school. The University neither has an off-campus housing office nor maintains listings of inspected and approved private housing. Students who prefer housing outside the University system must come to Chicago to secure accommodations—it is virtually impossible to obtain private housing by telephone or through email.

CHILD CARE AND SCHOOLS

A wide variety of day-care and baby-sitting options are available in the Hyde Park-South Kenwood area. Students with children, especially families who live in University housing, frequently form cooperative day-care networks in their buildings. Many graduate student spouses provide baby-sitting in their homes and advertise their services on campus bulletin boards. There are many fine nursery schools in Hyde Park, including one run by the University. The University of Chicago helps students find childcare through Action for Children, formerly the Day Care Action Council of Illinois, a resource and referral agency. Action for Children is a private, not-for-profit agency that operates a resource and referral service. Action for Children can be reached at 312.823.1100. Their website is www.actforchildren.org (http://www.actforchildren.org). It is important to
remember that this is a referral service only and the University does not recommend or endorse any particular provider.

Hyde Park has excellent public, private and parochial schools. Registration for public schools is based on neighborhood boundaries unless the school is a magnet school (open to children city wide) or unless a permit to attend is granted by the school. To ensure a place in a private or parochial school, enroll as early as possible (most schools are full by late summer).

For further information on nursery, elementary and secondary schools, contact Graduate Student Affairs, Administration Building, 5801 S. Ellis Ave., RM 226-A, Chicago, IL 60637, 773.702.7813.

CAREER ADVANCEMENT

https://careeradvancement.uchicago.edu/

Career Advancement, located in Ida Noyes Hall, assists University students and alumni with employment resources. The office maintains a resource library of references, employment information and guides to job hunting. Additionally, Career Advancement sponsors an on-campus recruiting program hosting a variety of employers and provides students and University alumni a national online job-listing service through which employers post full-time openings. Throughout the year, the office sponsors programs on successful job-hunting strategies and on opportunities in selected career fields.

HUMAN RESOURCES SERVICES

http://hrservices.uchicago.edu

Human Resource Services (HRS), located at 6054 S. Drexel Ave., is the central source of both full- and part-time employment within the University. It provides a variety of secretarial, clerical, technical and other positions for spouses/domestic partners of University students. In advance of their arrival on campus, spouses/domestic partners may contact HRS to explore employment opportunities.

CAMPUS BUS SERVICE

While University residences are located within walking distance of the SSA, many residents prefer to use the Campus Bus Service, which operates in partnership with the Chicago Transit Authority (CTA). On weekdays during the academic year, buses provide comprehensive shuttle service over three routes (170, 171, and 172) that run throughout the Hyde Park area. Student riders who present the driver with a valid University of Chicago card may ride the buses free of charge. All others may pay CTA fares or purchase CTA transit cards to ride the buses.

The Midway Shuttle (170) runs Monday through Friday during rush periods only. It serves the University buildings south of the main quadrangles, including the School of Social Service Administration, the Harris School and the Law School. Buses run every 10 minutes.

The NightRide program serves University students, faculty and staff during the late-night hours. Buses run approximately every 20 to 30 minutes throughout the
evening, departing from the Regenstein Library. NightRide hours and coverage can be found at http://safety-security.uchicago.edu/services/ugo_nightride_shuttles/.

An express bus service to downtown is also available on Friday and Saturday evenings. For more information, call 773.795.6108, email bus@uchicago.edu or visit the University’s transportation page (http://visit.uchicago.edu/transportation.shtml/#transit).

SAFETY AND SECURITY

The University Police Department operates 24 hours a day, 7 days a week, on campus and throughout the Oakland, Kenwood, Hyde Park, and Woodlawn neighborhoods. They patrol north to 37th, south to 65th, east to Lake Shore Drive, and west to Cottage Grove Avenue.

Officers are armed and fully empowered to make arrests in accordance with the requirements of the Illinois Law Enforcement Officers Training Board and consistent with Illinois state statutes. University Police and the City of Chicago Police Department work together by monitoring each other’s calls within the University Police’s coverage area. University Police headquarters is located at 6054 S. Drexel Ave., First Floor.

There are approximately 325 white emergency phones in the area located on thoroughfares heavily trafficked by pedestrians. Simply press the red button inside the phone box and your location will be immediately transmitted to the University Police. You need not say anything. Response time is rapid; usually within two to three minutes (sometimes less) an officer or patrol car will come to your aid. If you must keep moving to protect yourself, continue to use emergency phones along the way so that police can follow your course.

The University has a multifaceted Safety Awareness Program, which is fully described in the publication, Common Sense. Common Sense describes how to get around safely, whom to call if you need advice or help in emergencies, and how to prevent or avoid threatening situations. Information is also included about crime statistics on campus and descriptions of security policies and awareness campaigns.

Common Sense is distributed to members of the University community. It is available online at safety-security.uchicago.edu or on request by writing to the University Office of the Dean of Students, 5801 S. Ellis Ave., Chicago, IL 60637. The University also annually distributes its drug and alcohol policy to all students and employees.

UNIVERSITY OF CHICAGO STUDENT HEALTH CARE

Health Insurance Requirement

The University requires all students to carry adequate medical insurance to cover, among other costs, hospitalization and outpatient diagnostic and surgical procedures. The insurance requirement may be satisfied in 1 of 2 ways:

1. Automatic enrollment in the University Student Health Insurance Plan (USHIP) offered by the University, or completion of the insurance waiver form certifying that the student has insurance coverage comparable to the University
University Resources and Services

Student Health Insurance Plan (U-SHIP). Insurance and waiver forms are available online at https://studenthealth.uchicago.edu/.

2. Immunization Requirements
   By State of Illinois law, all students are required to present proof of immunity to rubella (German measles), measles (rubeola), mumps and tetanus/diphtheria. Primary Care Services notifies all new students of the requirement and provides instructions for compliance. The exact requirements vary for each disease and are different for international students. Information and immunization forms can be accessed at https://studenthealth.uchicago.edu/page/immunization-requirements. Students who fail to meet this requirement by the third week of the quarter will be notified, and their subsequent quarter registration will be restricted. A student who receives this notification is urged to call the Immunization Office at 773.702.9975 to resolve their status.

Automatic Enrollment
   Each year, all eligible students are automatically enrolled in U-SHIP and will be billed for that enrollment for the year. Students have the option to waive U-SHIP by providing proof of comparable alternate insurance. Students approved to register for classes after the waiver deadline must submit an insurance waiver form at registration time. Failure to do so will result in automatic enrollment in U-SHIP. The waiver deadline for the 2015-16 academic year is October 23.

Eligibility
   University Student Health Insurance Plan (U-SHIP) is available to all registered SSA students. Students in the Extended Evening Program are not automatically enrolled but must specifically opt-in to the plan. U-SHIP is also available at additional cost to a student’s spouse or registered same-sex domestic partner, and to dependent children. Information about plan benefits is available at http://studenthealth.uchicago.edu/. For questions about enrollment, contact:

   On-Campus Insurance Representative
   Room 231
   5801 S. Ellis Ave.
   Chicago, Illinois 60637
   773.834.4543 (press Option #2)
   email: uchicagoadvocates@uhcsr.com

Student Life Fee
   The University requires all students, with the exception of Extended Evening Program (EEP) Students, to pay the Student Life Fee each quarter of enrollment. Note: EEP students who specifically opt-in to the University Student Health Insurance Plan (U-SHIP) will be assessed the Student Life Fee. This fee covers patient visits at the Student Health Service and Student Counseling Service. This fee also covers student activities through the Office of the Reynolds Club and Student Activities (ORCSA). Dependent spouses or same-sex domestic partners and dependent children age 14 and older, who are insured through the University Student Health Insurance Plan (U-SHIP), are assessed the Dependent Life Fee and
are entitled to receive services at the Student Health Service and Student Counseling Service.

Students who live more than 100 miles away from the University may waive the Student Life Fee by making this request to the SSA Dean of Students.

**Summer Student Life Fee**
Returning students and June graduates who remain in the Chicago area during the summer but are not enrolled in classes have the option to pay the Summer Student Life Fee for continued access to the Student Health Service and Student Counseling Service. Students’ family members already on the University Student Health Insurance Plan (U-SHIP) may also purchase this service.

**University Policies**
The University of Chicago is a community of scholars dedicated to research, academic excellence, and the pursuit and cultivation of learning. Every member of the University—student, faculty, and staff—makes a commitment to strive for personal and academic integrity; to treat others with dignity and respect; to honor the rights and property of others; to take responsibility for individual and group behavior; and to act as a responsible citizen in a free academic community and in the larger society. Any student conduct, on or off campus, of individuals or groups, that threatens or violates this commitment may become a matter for action within the University’s system of student discipline.

The Student Manual is the official statement of University policies and regulations, and expected standards of student conduct which are applicable to all students. Information on the following University policies may be found at http://studentmanual.uchicago.edu/.

- Civil Behavior in a University Setting
- Statement of Nondiscrimination
- Policy on Unlawful Discrimination and Harassment
- Sexual Assault Policy
- Violence Prevention Policy and Threat Assessment Team
- Disability Accommodation Protocol
- Graduate Student Parents Policy
- Domestic Partnership Policy
- Student Employment
- Alcohol and Other Drugs
- Networking Services and Information Technologies Policies
- Patent, Software and Intellectual Property Policy
- Safety and Appropriate Use of Facilities
Courses of Instruction

This list is correct as of September 1, 2015. For the most current and searchable catalog of all SSA courses, please visit: 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.


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), G. Fedock (https://ssascholars.uchicago.edu/
g-fedock), 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)

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.

A. Das (http://ssa.uchicago.edu/aditi-das), J. Darrow (http://ssa.uchicago.edu/Jessica-Darrow), J. Kim (http://ssa.uchicago.edu/J-Kim), 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.

T. Devitt (http://ssa.uchicago.edu/Tim-Devitt)

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.

N. Lively (http://ssa.uchicago.edu/Nikki-Lively)

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), G. Fedock (https://ssascholars.uchicago.edu/g-fedock)

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)

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-mcracken)

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; 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 DSMIV 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 Licensure.)

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 a 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 textural 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)

43622. Life Course Development: Immigrant Adolescents and their Families
This class explores the multidimensional processes of immigrant adaptation, with a focus on the life course development of immigrant adolescents. A new generation of immigrant families and their children is the fastest growing and the most ethnically diverse population in the U.S. In addition, adolescence can be a difficult developmental period. Thus, the majority of adolescents of immigrants face multifold challenges of being adolescent, immigrant, and an ethnic minority. This class explores a variety of issues related to such challenges. We will study various levels of factors that influence the psychosocial outcomes of immigrant adolescents, including individual, familial, and social factors of adaptation. The role of culture as a context for children's development will be discussed in relation to children's identity development and parent's cultural adaptation. Discussions include the development of bicultural competence among adolescents and the role of parental adaptation in facilitating such bicultural competence. Implications for practice and research will be discussed.

Y. Choi (http://ssascholars.uchicago.edu/ychoi)

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)

43912. Social Work with Veterans

According to the National Center for Veterans Analysis and Statistic (2013), there are approximately 22 million Americans who have served in the US Armed Forces (with nearly 750,000 veterans in the state of Illinois alone, according to a 2014 census). Due to the varied experiences and biopsychosocial histories of these veterans, it is almost certain that social workers will be involved in the direct care of a veteran or family member of a veteran at some point in their practice. The recent long-term and large scale military operations in Iraq and Afghanistan (as well as past conflicts in Korea, Vietnam, and Operation Desert Storm) have underscored the need for comprehensive medical and psychiatric care for veterans of these conflicts. As such, it benefits social workers to gain a working knowledge of the veteran population, as well as some of the more common psychosocial needs of this population in order to provide competent and compassionate care for these individuals and their families.

C. Small (http://ssa.uchicago.edu/charles-small)

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.

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), V. Klodnick (http://ssa.uchicago.edu/vanessa-klodnick), S. McCracken (http://ssascholars.uchicago.edu/s-mccracken), 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. Kristovic (http://ssa.uchicago.edu/michael-kristovic-0)

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)

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)

45512. Global Perspectives on Resilience: Trauma, Healing and Reconciliation in Post-genocide Rwanda

Taking a unique approach in which we blend policy, administrative, and clinical foci, this co-taught class draws on the case study of post-genocide Rwanda to pursue questions about resilience, reconciliation, and healing. Students will engage in multiple modes of learning including reading, participating in discussion, watching videos and listening to oral testimonies, critiquing photographic testimonies, and implementing reconciliation practices in the classroom setting. Students in this class will: unpack the complex web of history, oppression, and deprivation that led to the genocide and develop a fine-grained understanding of the macro and micro efforts to bring about healing after the genocide, asking what role the state, local government, NGOs, and local communities play in these processes.

M. Bunn (http://ssa.uchicago.edu/mary-bunn-lecturer), J. Darrow (http://ssa.uchicago.edu/Jessica-Darrow)

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
reflected 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 of 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.

S. Baker (http://ssa.uchicago.edu/stephen-baker), P. Charles (http://ssa.uchicago.edu/pajarita-charles)

46512. Management Skills for Community Empowerment and Systemic Change

This course provides an introduction to the opportunities and challenges inherent to leading large groups of people within any organizational structure. Understanding the specific skills necessary for the creation of an effective organizational culture is essential for successful operations. Successful community engagement and the development of innovative outcomes based programming is predicated on the leadership structure and people within the organization. If your leadership teams are not motivated, engaged, valued and working in highly collaborative teams, their staff and direct reports, who have the most contact with the client and community, will not be engaged and effective.

This course will use a variety of learning modalities, including lecture, group discussion, guest speakers from the field and real life case studies. Interactive dialogue and discussion supporting field placement, course work and student experiences will be a highlight in this engaging and dynamic course.

S. Vick (http://ssa.uchicago.edu/stephen-vick)

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
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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.

J. Darrow (http://ssa.uchicago.edu/Jessica-Darrow), K. Green, (http://ssa.uchicago.edu/keith-green) S. Lambert (http://ssascholars.uchicago.edu/s-lambert)

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.

A. Khare (http://ssa.uchicago.edu/amy-khare-0), J. Halloran (http://ssa.uchicago.edu/john-halloran-0)

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)

47232. Promoting the Social and Academic Development of Children in Urban Schools

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? This course requires a classroom observation. If you are not in a school placement or have access to a school setting, you will receive support to find one, but it will be your responsibility to ensure that you do.

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. Pyrce (http://ssa.uchicago.edu/janice-m-pyrce)

47442. Criminal Justice and Social Work Interface: Entering an Era of Decarceration

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. As the U.S. begins to enter an era of decarceration, attempting to reverse four decades of mass incarceration, the profession of social work has a unique opportunity to impact criminal justice policy and practice in remarkable ways. 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, with particular emphasis on developing interventions to reduce the use of incarceration. The focus of this course is the adult criminal justice system; students who have interest in juvenile justice may choose to focus on that system in their individual assignments. The 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)

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), 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)

49322. Dying, Death and Loss
Death and loss are universal human experiences, relevant to all areas of social work practice. This course is designed to provide the knowledge and skills necessary to work effectively with the terminally ill and their families. Students will be provided with a historical background on the shifting approach to death and dying in America, various end-of-life models of care, theoretical approaches guiding professionals caring for the terminally ill, and information about end-of-life planning. The impact of ethnic, cultural, religious, and spiritual influences will be discussed, and overarching ethical and moral dilemmas will be explored. In addition, through readings, discussions, and exercises students will have the opportunity to develop a self-awareness of their own values and beliefs toward dying and death.

A. Schigelone (http://ssa.uchicago.edu/amy-schigelone)

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.

S. Vick (http://ssa.uchicago.edu/stephen-vick)

49900. Individual Readings and Research

Staff

60100. Drugs: Culture and Context

This course addresses the consumption, production, and distribution of drugs, as well as the representation and treatment of drug users, both in the United States and abroad. Course readings and discussions examine how substances move across history and social space, taking on different meanings and uses as they go. The course also explores the related questions of how and why different societies sanction, encourage, and prohibit particular kinds of drug use. Such comparisons reveal that our responses to drug use and users have as much to do with social norms and ideologies—such as notions of gender, race, and class—as they do with the more-or-less deleterious effects of the substances themselves. The course also explores how the authorization of certain drugs in certain settings (e.g. binge drinking on college campuses) is connected not only to the social positions of users, but also to the marketplaces in which these drugs are exchanged. Thus, in the latter half of the course, students will attend to the production, distribution, and consumption of drugs in relation to processes of global capitalism.

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

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.

A. Khare (http://ssa.uchicago.edu/amy-khare-0)

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)
61400. *The Social Meaning of Race*

This course will explore "race" in three ways. First, 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? Secondly, how does race operate as a structuring device? How does it determine life-chances? Thirdly, 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. Payne (http://ssa.uchicago.edu/charity-anderson)

61722. *Group Work with Children with Attachment and Trauma Issues*

This course provides the essential elements of group work with children and adolescents who have experienced trauma or attachment disruptions. The course ranges from groups for children coping with contentious divorce situations to those 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 addressed. 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), as well as 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 minorities 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.

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)

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.

C. Payne (http://ssascholars.uchicago.edu/c-payne)

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, adolescents, 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)

**65600. Special Issues in Health Care Management: Health Systems Transformation**
The passage of health care reform exemplifies ongoing changes in health care delivery and financing. Health care leaders and managers must understand how to improve systems of care and service delivery to address these challenges. The course will provoke critical thinking and address contemporary approaches to process improvement. Students will understand factors impacting quality and patient safety. Students will also develop essential management skills related to system redesign, collaboration, and quality management. Students will learn how health care organizations improve quality, safety, efficiency, equity, and the patient experience. Examples will mainly be drawn from the health care field. However, systems improvement is more broadly relevant to businesses, non-profits, government, and social service organizations. Students will reflect on their professional experience, internships and field placements, and consider how systems around them can be improved. Students will review literature from a variety of academic and professional disciplines relating to health care quality, system improvement, and transformation and apply this knowledge to local, state, national, and international settings. Preferred but not required: PPHA 37510 or SSAD 47512.

L. Botwinick

65700. Law and Society

Law is everywhere within the social world. It shapes our everyday lives in countless ways by permitting, prohibiting, protecting, and prosecuting citizens and non-citizens alike. This course reviews social science perspectives on law and legal institutions, with a major focus on the meaning and complexity of legal issues, the effects of law, and the relation between law and social change. Throughout, we focus on a central question within the scholarship of law and society: when and how does law matter? We begin by exploring the premise that law is a tool of social organization and control. Next, we examine the gap between "law on the books" and "law on the ground" to differentiate between what the law is and what the law does. We continue to study the social impact of law through thematic topics, including immigration law, civil rights legislation, welfare reform, and global human rights efforts. This course centers on the connections and relationships of law and society primarily in the American context, but with some attention to international law. Students will develop analytical skills to enable informed and critical examination of law broadly construed and identify various ways that social workers and law intersect.

A. Garcia (https://ssascholars.uchicago.edu/a-garcia)

65800. Adoption, Fosterage, Culture, and Context

Studies of kinship have provided the foundation for the ethnographic record of communities and family arrangements around the world, and over time. The majority of these studies take place in contexts outside of the United States, contributing essential evidence of the wide array of kin organizational models that challenge assumptions about the 'nuclear family' structure. Both fostering and adoption reveal important cultural assumptions about processes of relatedness and concepts of personhood. In this course, we will learn about different ways of reproduction, childrearing, and circulation cross-culturally, but also the
varying degrees by which notions of ‘family’ and raising young people influence understandings of age and generations, relationships, identity, and responsibility. Students will discuss and write about ethnographic readings and films, reflecting on life course development and human adaptation. Through this process, the course will address how different cultures in various social and ecological settings conceptualize and care for displaced young people.

M. Stubbs (http://ssa.uchicago.edu/matilda-stubbs)

**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**

**52412. Developmental Risk and Resilience: Models of Prevention**

This course will use an ecological framework for understanding how individual, peer, family, community, and societal focus influence common adolescent problems such as violence exposures, mental illness, low school achievement, early teenage pregnancy, HIV sexual risk behaviors, delinquency, and gang involvement. There will be a focus on various theories related to the prevention and intervention of these common and often co-occurring problems. Emphasis will be placed on the role of developmental issues and resilience in the manifestation of these social concerns.

D. Voisin (http://ssascholars.uchicago.edu/d-voisin)

**52012. Creating, Developing, and Testing Practice Innovations**

Social work continues to be in need of research methods that link knowledge with practice and benefit practice directly. Although there has been recognition of this for some time, examples of rigorous and carefully controlled studies of social work practice are still quite rare. Researchers are often unprepared to face the challenges inherent in such work. The purpose of this course is to dispel myths regarding the impossibility of conducting rigorous research on practice, to arm you with an approach and set of strategies for overcoming obstacles to the conduct of sound research, and to provide guidance for designing, developing and testing innovations in practice settings.

The course opens with a conceptual framework that distinguishes intervention research from other modalities and distinguishes among the different types of intervention research. Readings and discussion will focus on a model of research that supports the systematic design and development of intervention and will provide guidelines for conducting research. Throughout the quarter, we will consider barriers to conducting practice research in the agency context, as well as strategies for overcoming them. Methodological and application issues will be covered using exemplars from social work, single subject and relevant group designs, quantitative and qualitative data. Researchers from the SSA community and beyond, who design and test practice innovations, will be invited in to discuss strategies and implementation issues based on their own work.

T. Rzepnicki (http://ssascholars.uchicago.edu/t-rzepnicki)
52700. Social Psychological Foundations of Individual Change

Whereas specific practice theories or evidence-based practices commonly anchor the study of interventions, our focus in this course will be the examination of social-psychological sources of change that are viewed as active ingredients in treatment effectiveness research (as well as others that are often treated as “noise” or error variance). That is, we will focus upon aspects of the person, the treatment, and the social environment that facilitate or impede positive change within the context of service delivery apart from the practice theory or model employed. Topics will include (a) individual factors such as processes of self-regulation and coping; concepts of change motivation; impediments to change such as stigma, psychological reactance, and social cognition; help-seeking, compliance, and treatment engagement; (b) clinician-level factors such as interpersonal responsiveness, attribution, expectancies, and the helping relationship; and (c) treatment organizational factors such as norms, resources, and comprehensiveness.

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

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.

M. Roderick (http://ssascholars.uchicago.edu/m-roderick)

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.

M. Roderick (http://ssascholars.uchicago.edu/m-roderick)

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)
55900. Analyzing Human Service Organizations

Human service organizations, such as social service agencies, religious organizations, schools, and advocacy, community development, and social movement organizations, are central actors in the lives of disadvantaged populations and important tools for solving social problems. This class explores the ways in which an organizational lens can be usefully applied in the context of social welfare related research. The course will provide an overview of the ways in which scholars have approached the study of organizations and highlight theoretical traditions useful for understanding the work of human service organizations. It will also provide insight on how to use organizational theory in research, allowing for a range of methodological approaches.

J. Mosley (http://ssascholars.uchicago.edu/j-mosley)
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)
56601. Theory in Research

This course is designed to introduce doctoral students to theorization and its role in the research process. The emphasis in the course will be on understanding the
fundamental challenges posed by social-scientific investigation and their relevance to conducting research on policy and practice. Cutting across the disciplines are two classic traditions in the philosophy of social science that approach questions of knowledge, observation, and causation differently. We will examine both naturalist and anti-naturalist conceptions of ontology, epistemology, theory, and method, as well as efforts to develop a third tradition based on "critical realist" or "historical" approaches, to construct three major paradigms of social inquiry. These paradigms present different strategies for making connections between such basic issues as problem definition, theory construction, research design, empirical investigation, and evaluation. Following this basic overview, the course will focus on three different paradigmatic approaches to a single social problem to more fully illustrate the contrasts and potential complementaries between the paradigms. Finally, we focus on how these paradigms address the theoretical challenges posed by two common modes of investigation: the case study and the comparative study. Neither a survey of social-scientific theories nor an introduction to research methods, this course examines multidisciplinary approaches to bringing theory to bear on the process of research. Readings will combine selections from the philosophy of social science, examples of scholarship that embody divergent strategies of investigation, and excerpts from the small body of useful work on "social inquiry" that reflects on the connections between the two.

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

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)

58000. Social Meaning of Race: Research Seminar

This course will explore "race" as an ideology and as a determinant of life-chances; it is also concerned with the contribution of the social sciences to a better collective understanding of race. Within those overarching questions, particular topics are likely to include the changing racial composition of the US, the role of race in
politics, and the emergence of a "new" ghetto. The course will involve critical reading of exemplary and influential texts.

C. Payne (http://ssascholars.uchicago.edu/c-payne)

59900. Individual Readings and Research

Staff
Faculty Publications

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:


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:


BRODKIN, EVELYN Z.

SSA Scholar Page (http://ssascholars.uchicago.edu/e-brodkin)

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:


• Brodkin, Evelyn Z. 2013. Work and the welfare state reconsidered: Street-level organizations and the global workfare project. In Work and the Welfare State: Street-


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:


**CHASKIN, ROBERT J.**

SSA Scholar Page (http://ssascholars.uchicago.edu/r-chaskin)  
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, and Mikael Karlstrom. 2012. Beyond the neighborhood: Policy engagement and systems change in the New Communities Program. New York: MDRC.


**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, Michael He, Todd I. Herrenkohl, Richard F. Catalano, and John W. Toumbourou. 2012. Multiple identification and risks: Examination of peer


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., Pajarita Charles, Nathaniel J. Okpych, Laura Napolitano, and Katherine Halsted. 2014. Findings from the California Youth Transitions to Adulthood Study (CalYOUTH): Conditions of Foster Youth at Age 17. Chicago: Chapin Hall at the University of Chicago.


- Kruzich, Jean Marie, Joseph A. Mienko, and Mark E. Courtney. 2014. Individual and work group influences on turnover intention among public child welfare


• 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.


• 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. 2014. A systematic review of HIV prevention interventions targeting women with


**FEDOCK, GINA L.**

SSA Scholar Page (https://ssascholars.uchicago.edu/g-fedock) Assistant Professor. Ph.D., Michigan State University School of Social Work. Fields of Special Interest: Improving vulnerable women’s health and mental health, with a focus on pregnant and postpartum women, as well as women who are incarcerated.

**Selected publications:**


GARCIA, ANGELA

SSA Scholar Page (https://ssascholars.uchicago.edu/a-garcia)
Assistant Professor. Ph.D., University of California-San Diego. Fields of Special Interest: Immigration, Law and Society, Inequality, Race and Ethnicity, Public Policy, and Mixed and Comparative Methodology.
Selected publications:


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:


• 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.


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:**


• Mosley, Jennifer E., and Colleen M. Grogan. 2013. Representation in nonelected participatory processes: How residents understand the role of nonprofit


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., 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


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:**


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:**


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:


- Ssewamala, Fred M., Leyla Karimli, Chang Keun Han, and Leyla Ismayilova. 2010. Social support, savings, and educational outcomes of orphaned adolescents


**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., 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.


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:


LUDWIG, JENS

SSA Scholar Page (http://ssascholars.uchicago.edu/j-ludwig)
Harris School Faculty Page (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:


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:


• Shin, Hee-Choon, Jeanne C. Marsh, Dingcai Cao, and Christina M. Andrews. 2011. Client-provider relationship in comprehensive substance abuse treatment:


MARWELL, NICOLE P.

SSA Scholar Page (https://ssascholars.uchicago.edu/n-marwell)

Associate Professor. A.B., Columbia; A.M., Ph.D., Chicago. Fields of Special Interest: urban governance, with a focus on the diverse intersections between nonprofit organizations, government bureaucracies, and politics.

**Selected publications:**

- Marwell, Nicole P. In Press. “Rethinking the State in Loic Wacquant’s Urban Outcasts.” *Urban Studies*.

MCCCRACKEN, 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:**


MCMILLENN, 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:


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: non-profit and human service organizations; policy advocacy and lobbying; government-nonprofit relations; civic engagement; policy formulation and implementation; philanthropy.

Selected publications:
• 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.


• 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.

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:*


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. 2015. Medicare for all—if it were politically possible—would necessarily replicate the defects of our current system. *Journal of Health Politics, Policy, and Law* 40(4): 921-929.


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, 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*, University of Chicago


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:


- Rzepnicki, Tina L., Penny R. Johnson, Denise Q. Kane, Diane Moncher, Lisa Coconato, and Barbara Shulman. 2012. Learning from data: The beginning of


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:


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:**


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:
• So, Suzanne, Noni Gaylord-Harden, Dexter R. Voisin, and Darrick Scott. In press. Future orientation as a protective factor for African American adolescents exposed to community violence. *Youth and Society*.
• Bird, Jason D. P., Dexter R. Voisin, and Brooke Fisher. 2015. Millennial college students: Digital media, sexual behavior and innovative approaches to improving...

- Shi Shiu, Cheng, Dexter Voisin, Nguyen Huong, Melissa Hardesty, Wei-Ti Chen, and Yi-An Lo. 2015. 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.


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:

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:


## ASSOCIATES

### LECTURERS

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<thead>
<tr>
<th>Name</th>
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<tr>
<td>Mary Jo Barrett</td>
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<td>Sarah Ben-Shahar</td>
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<td>Renee Dominguez</td>
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<td>Curt Holderfield</td>
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<td>Michael Kristovic</td>
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<td>Nikki Lively</td>
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<td>Sybil Madison-Boyd</td>
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<tr>
<td>Katharine Mann</td>
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<td>Alexandra Jane McCourt</td>
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<td>Susan McCracken</td>
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Jason McVicker
Jennifer Meade
Veronica Moraga
Peter Myers
Eric Ornstein
Joan Palmer
Shipra Parikh
Laura Patrick
Jesse Peterson Hall
Janice Pyrce
Jane Ramsey
Mark Sanders
Amy Schigelone
Connie Sheehan
Charles Small
Matilda Stubbs
John Sykes
Nicholas Turner
Stephen Vick
Elaine Waxman
Dana Weiner
Jancey Wickstrom

CORE FIELD CONSULTANTS

Marcella Douce
Lauren Goffen
Hannah O’Connor
Sandra Rubovitz
Jennifer Stroebel
Kimberly Vander Griend
Margaret Waugh
Amy Wilbourne

CLINICAL PRACTICE FIELD CONSULTANTS

Leslie Banghart
Aren Drehobl
Rebecca Levin
Jennifer Meade
Hannah O’Connor
Jessica Soos Pawlowski
<table>
<thead>
<tr>
<th>Nancy</th>
<th>Kimberly Vander Griend</th>
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**SOCIAL ADMINISTRATION FIELD CONSULTANTS**

<table>
<thead>
<tr>
<th>Betsy Carlson</th>
<th>Colleen Coyle</th>
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<tr>
<td>Jane Ramsey</td>
<td>Pat Redd</td>
</tr>
<tr>
<td>Dana Silverblatt</td>
<td>Andrya Soprych</td>
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**EXTENDED EVENING FIELD CONSULTANTS**

<table>
<thead>
<tr>
<th>Sarah Morgan</th>
<th>Kimberly Vander Griend</th>
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FIELD AGENCIES

This list is a sample listing of field placements from the 2014-15 academic year. For more information regarding field placements, please contact the Director of Field Education.

- Access Living of Metropolitan Chicago
- Adelante PC
- Adult Down Syndrome Center of Lutheran General Hospital (ADSC)
- Advocate Illinois Masonic Community Mental Health
- Advocate Illinois Masonic - Crisis Team - AIMMC
- Advocate Illinois Masonic - Medical Center - Department of Psychiatry Inpatient Unit
- Advocate Lutheran General Hospital
- Aging Care Connections
- Aid for Women
- Albany Park Community Center
- Alternatives, Inc.
- Alzheimer’s Association-National Office
- America SCORES Chicago
- American Friends Service Committee
- Ann and Robert H. Lurie Children’s Hospital of Chicago - Child and Adolescent Psychiatry
- Ann and Robert H. Lurie Children’s Hospital of Chicago - Social Work Department
- Asian Human Services, Inc.
- Association House-Prevention and Educational Development Services
- Barr-Harris Children's Grief Center
- Beacon Therapeutic Diagnostic and Treatment Center
- Boys and Girls Clubs of Chicago - Club Operations
- Broadway Youth Center
- Bronzeville Lighthouse Charter School
- BUILD, Inc.
- 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 - Refugee Resettlement Program
- Center for Changing Lives (formerly Humboldt Park Social Services)
- Center for Contextual Change
• Center for Sexual Health - Medical Unit (formerly Response Center)
• Center on Halsted - Behavioral Health
• Chapin Hall at the University of Chicago
• Chicago Center for Youth Violence Prevention (formerly at Chapin Hall)
• Chicago Child Care Society
• Chicago Children's Advocacy Center - Family Advocacy Program
• Chicago Coalition for the Homeless
• Chicago Counseling Associates - Internship Program
• Chicago Foundation for Women
• Chicago Freedom School
• Chicago House - Case Management
• Chicago House - I-4 Employment Program
• Chicago House - TransLife Center
• Chicago Housing Authority - Resident Services Division
• Chicago Institute for Psychoanalysis
• Chicago Institute for Psychoanalysis - Center for Child and Adolescent Psychotherapy
• Chicago Jobs Council - Frontline Focus Training Institute
• Chicago Jobs Council - Policy
• Chicago Lakeshore Hospital - Adolescent Intensive Outpatient Program
• Chicago Lakeshore Hospital - Day Intensive Outpatient Program
• Chicago Lakeshore Hospital - VALEO/Pride Program
• Chicago Public Schools - Bowen High School
• Chicago Public Schools - Community Schools Initiative
• Chicago Public Schools - Kenwood Academy
• Chicago Public Schools Office of Special Education and Supports
• Chicago Quest School
• Chicago Read Mental Health Center
• Chicago Women's Health Center
• Child Link - Counseling Department
• Childcare Network of Evanston
• Children's Home & Aid - Public Policy and Advocacy
• Children's Home and Aid - Ecuentro/Bridges Program
• Children's Place Association - Lifelong Families
• Children's Place Association - Mental Health
• Children's Research Triangle - Clinical Therapy Program
• Chinese American Service League - Elderly Services Program
• Chinese Mutual Aid Association
• CICS - Wrightwood Elementary School
• CJE SeniorLife - Community Counseling
• CJE SeniorLife - Weinberg Community for Senior Living
• Columbia College Chicago - Student Counseling Services
• Community Consolidated School District 15
• Community Consolidated School District 21
• Community Counseling Centers of Chicago - Adult Outpatient Clinic at Clark
• Community Counseling Centers of Chicago - Recovery Point
• Community Unit School District 200
• Cook County - Adult Probation Mental Health Unit
• Council for Jewish Elderly aka CJE Senior Life
• Crown Counseling Services
• Deborah’s Place
• Department of Children and Family Services - Office of Housing and Cash Assistance
• Department of Children and Family Services - Office of the Inspector General
• Depression and Anxiety Specialty Clinic of Chicago
• DHHS Office of Inspector General: Office of Evaluation and Inspection
• Donors Forum - Public Policy
• DRW Trading College Prep
• Elam Davies Social Service Center - (Fourth Presbyterian Church)
• Enlace Chicago
• Enlace Chicago - Violence Prevention Program
• Envision Unlimited (formerly CARC)
• Erie Family Health Center - Behavioral Health - CORE
• Erie Family Health Center - Behavioral Health - CORE - West Town
• Erie Neighborhood House
• Evanston Township High School
• Family and Youth Services Bureau (FYSB)
• Family Defense Center
• Family Focus - Nuestra Familia Community Schools
• Family Focus - Programs and Quality Assurance
• Family Rescue Community Outreach Program
• Family Rescue - Rosenthal Family Lodge
• Family Rescue Court Program
• Family Service of Highland Park
• Federal Defender Program - Chance Program
• Feeding America, formerly America’s Second Harvest
• Gallistel Language Academy
• Gary Comer College Prep Noble Street S. Campus (Charter High School)
• Gateway Foundation - Chicago River North Outpatient Program
• Gateway Foundation - Life Skills Treatment and Recovery
- Hansberry College Prep
- 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 - Mental Health and Addiction Services
- Heartland Human Care Services - Asset Building
- Heartland Human Care Services - Housing Division
- Heartland Human Care Services - Northern Tier Anti-Trafficking Consortium
- Heartland Human Care Services - Shelter Plus Care-Housing Division
- Heshima Kenya
- Highcrest Middle School, Wilmette District 39
- Hinsdale Family Medicine Center
- 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 Caucus for Adolescent Health
- Illinois Collaboration On Youth (ICOY) formerly Youth Network Council
- Illinois Criminal Justice Information Authority - Research and Analysis Unit
- Illinois Department of Healthcare and Family Services - Planning and Reform Implementation Program
- Illinois Guardianship and Advocacy Commission
- Illinois Public Health Institute
- Immanuel Anglican Church/External Outreach Uplift Community High School
- Ingalls Memorial Hospital - Behavioral Health
- Inspiration Café - Supportive Services
- Inspiration Corporation - Workforce Employer Resource Collaborative
- Inspiration Corporation - Employment Services
- Inspiration Corporation - Living Room Café
- Institute for Juvenile Research
- Interfaith House
- Jesse Brown V.A. Hospital
- Jewish Child & Family Services (JCFS)
- 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
- JVS Chicago - Placement Assistance and Training Program
• Korean American Community Services
• Korean American Community Services - Senior Housing and Senior Service
• La Casa Norte - Solid Ground
• Lakeshore Care Center
• Latino Policy Forum (formerly Latinos United)
• Lawndale Christian Legal Center - Social Services Program
• Lawyers’ Committee for Better Housing
• Leyden Family Services and Mental Health Center - Aftercare Department
• Liberty Junior High School
• LIFT - Chicago
• Lincoln Park Community Shelter
• Little City Foundation - Foster Care and Adoption Program
• Little Friends, Inc. - The Mansion
• Live Oak, Inc.
• Lorene Replogle Counseling Center
• Luther Burbank Elementary School
• Mandel Legal Aid Clinic
• Marillac St. Vincent Family Services
• McCormick Tribune YMCA of Metropolitan Chicago
• McGaw YMCA
• Mental Health America of Illinois
• Mercy Home for Boys and Girls
• Mercy Housing Lakefront - Tenant Leadership
• Mercy Housing Lakefront - Wellness Services
• Meridian Middle School Aptakisic Tripp School District #102
• Metropolitan Family Services - Adult Mental Health Outpatient
• Metropolitan Family Services - Adult Protective Services
• 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 North Center - Adoption Preservation/Counseling
• Mikva Challenge
• Misericordia Homes
• Mt. Sinai - Under the Rainbow (Outpatient Behavioral Health)
• Mt. Sinai - Hospital-Psychiatry and Behavioral Health - Adult Program
• Namaste Charter School
• Network for College Success - Wells Community Academy High School
• New Trier High School
• Niles Central Niles Township High School District 219
• Niles North High School
• Noble Street College Prep
• North Shore Senior Center - House of Welcome Adult Day Services
• Northwest CASA (Center Against Sexual Assault)
• Northwest Compass
• Northwestern Memorial Hospital - Department of Case Management
• Northwestern Memorial Hospital - Stone Institute of Psychiatry Outpatient
• Northwestern School of Law - Child and Family Justice Center (Bluhm Legal Clinic)
• Northwestern University - Health Promotion and Wellness
• Oak Park Public Schools - Gwendolyn Brooks Middle School
• Oak Park River Forest Community Foundation
• One Million Degrees (Formerly Illinois Education Foundation)
• Ounce of Prevention Fund (The)
• Outpatient Senior Health Center of UChicago (aka Windermere Health Center)
• PCC Community Wellness Center - Behavioral Health
• PCC Community Wellness Center - Core
• 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
• Presence Health Saints Mary and Elizabeth Medical Center Family Medicine Residency Program
• Presence Saint Mary and Elizabeth Medical Center - Inpatient Behavioral
• Prevent Child Abuse America
• RefugeeOne
• Rehabilitation Institute of Chicago - Inpatient
• Retirement Research Foundation
• Rush University Medical Health Center - Health and Aging - Clinical
• Rush University Medical Health Center - Health and Aging - Social
• Rush University Medical Center Health and Aging - Rush Epilepsy Center
• Salvation Army Evangeline Booth Lodge
• Salvation Army Family and Community Services - Midway Office
• Salvation Army - Mobile Outreach
• School Association of Special Education in DuPage County (SASED)
• Skokie School District 73 - 1/2
• Sonia Shankman Orthogenic School
• Taller de Jose
• TASC, Inc. - Mental Health Court Program
• TCA Health, Inc.
• The Harbour, Inc.
• The Harbour, Inc.
• Thresholds - Justice Program
• Thresholds Rowan Trees
• Thresholds - Bridge North
• Turning Point Behavioral Health Center
• U.S. Administration on Aging, Administration for Community Living, Dept. of Health and Human Services
• Uhlich Children’s Advantage Network - TPSN Clinical Therapy Department
• Uhlich Children’s Advantage Network - TPSN - Educational Support Department
• UIC College Prep High School - The LSV Campus
• UIC Hospital and Health Sciences System: Pediatric Oncology
• University of Chicago Charter School - Carter G. Woodson Charter School
• University of Chicago Charter Schools - North Kenwood Oakland Campus
• University of Chicago Charter School - Woodlawn Campus
• University of Chicago Crime Lab
• University of Chicago Department of Medicine, Section of Hospital Medicine, MC 2007
• University of Chicago Hospitals: Wuhan University Medical Education Reform Project
• University of Chicago Medicine Adult and Pediatric HIV Program - Care2Prevent
• University of Chicago - Center for Global Health
• 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
• Urban Prep
• 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
• VNA Foundation
• Westlake Hospital - Inpatient Behavioral Health Unit
• Year UP Chicago
• YMCA - Youth Safety and Violence Prevention
• 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 Outreach Services - Melrose Park
# SSA Calendar

**International Student Orientation:** September 15-17  
**EEP Orientation:** September 12  
**MA and PhD Orientation:** September 21-25  
**Autumn Quarter Registration:** September 21-25

## Autumn Quarter 2015

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<tr>
<th>Description</th>
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<tr>
<td>Field Work Ends and Evaluations Due to Field Consultant (Final 1st year Core EEP evaluation)</td>
<td>September 25</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>September 28</td>
</tr>
<tr>
<td>Field Work Begins (Second year students)</td>
<td>October 5</td>
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<tr>
<td>Field Work Begins (First year students)</td>
<td>October 6</td>
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<tr>
<td>Field Work Learning Agreements Due to Field Consultant (Full-time Program)</td>
<td>October 22</td>
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<tr>
<td>Field Work Learning Agreements Due to Field Consultant (EEP students)</td>
<td>November 16</td>
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<tr>
<td>Winter Quarter Registration</td>
<td>November 16-20</td>
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<tr>
<td>Thanksgiving Holiday</td>
<td>November 26-27</td>
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<tr>
<td>Field Work Evaluations Due to Field Consultant (Full-time Program)</td>
<td>December 4</td>
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<tr>
<td>Field Work Ends</td>
<td>December 11</td>
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<tr>
<td>Autumn Quarter Convocation</td>
<td>December 11</td>
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<td>Quarter Ends</td>
<td>December 12</td>
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<tr>
<td>Winter Break</td>
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## Winter Quarter 2016

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<td>Classes and Field Work Begin</td>
<td>January 4</td>
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<tr>
<td>Dr. Martin Luther King, Jr., Birthday Observance</td>
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<tr>
<td>Field Work Evaluations Due to Field Consultant (All EEP students)</td>
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<tr>
<td>Spring Quarter Registration</td>
<td>February 22-26</td>
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<tr>
<td>Field Work Evaluations Due to Field Consultant (Full-time Program)</td>
<td>March 11</td>
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<tr>
<td>Winter Quarter Convocation</td>
<td>March 18</td>
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<td>Field Work Ends</td>
<td>March 18</td>
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<tr>
<td>Quarter Ends</td>
<td>March 19</td>
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<tr>
<td>Spring Break</td>
<td>March 20-27</td>
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**SPRING QUARTER 2016**

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<td>Classes and Field Work Begin</td>
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<tr>
<td>Field Work Evaluations Due to Field Consultant (All EEP students and Full-time second year students)</td>
<td>May 23</td>
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<tr>
<td>Memorial Day Holiday</td>
<td>May 30</td>
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<tr>
<td>Field Work Evaluations Due (Full-time first year students)</td>
<td>June 3</td>
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<tr>
<td>Field Work Ends (Second year Full-time and graduating EEP students)</td>
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<tr>
<td>Field Work Ends (First year Full-time students)</td>
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<td>Hooding Ceremony</td>
<td>June 10</td>
</tr>
<tr>
<td>Spring Quarter Convocation</td>
<td>June 11</td>
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* Calendar is subject to change.
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