THE UNIVERSITY OF CHICAGO

SCHOOL of SOCIAL SERVICE
ADMINISTRATION

ANNOUNCEMENTS

Fall 2009
For information and application materials:
Office of Admissions
The School of Social Service Administration
969 E. 60th St.
Chicago, IL 60637-2940
Telephone: 773.702.1492
admissions@ssa.uchicago.edu

For information regarding field instruction:
Office of Field Education
Telephone: 773.702.9418
Email: sknight1@uchicago.edu

Callers who cannot get through on these numbers may leave a message with the School’s switchboard at 773.702.1250.

For University residences information:
Neighborhood Student Apartments
The University of Chicago
5316 S. Dorchester Ave.
Chicago, IL 60615
Telephone: 773.753.2218

International House
1414 E. 58th St.
Chicago, IL 60637
Telephone: 773.753.2270

www.ssa.uchicago.edu

The information in the printed 2009-10 Announcements is current as of September 10, 2009.
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OFFICERS and ADMINISTRATION

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Thomas F. Rosenbaum, Provost

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Robert J. Chaskin, Deputy Dean for Strategic Initiatives
Karen Teigiser, Deputy Dean for Curriculum
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Sydney Hans, Chair of the Doctoral Program
Michael Sosin, Editor of Social Service Review
Stephen Gilmore, Associate Dean for External Affairs
Keith Madderom, Associate Dean for Administration
Sue Fournier, Assistant Dean for Administration and Director of Grants and Contracts
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Mary Debose, Assistant Director of Admissions
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Susan Knight, Director of Field Education
Nancy Chertok, Assistant Director of Field Education
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Eileen Libby, Librarian
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Malitta Engstrom, Ph.D., Assistant Professor; Faculty Associate, Chicago Center for Family Health; Faculty Affiliate, Graduate Program in Health Administration and Policy, the Center for Health and the Social Sciences, and the Center for Human Potential and Public Policy
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Jung-Hwa Ha, Ph.D., Assistant Professor
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Penny Ruff Johnson, Ph.D., Lecturer
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Jens Ludwig, Ph.D., McCormick Foundation Professor of Social Service Administration, Law, and Public Policy. Co-Director, University of Chicago Crime Lab
Jeanne C. Marsh, Ph.D., George Herbert Jones Distinguished Service Professor; Faculty Associate, Center for Health Administration Studies; Faculty Affiliate, Graduate Program in Health Administration and Policy
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Jennifer E. Mosley, Ph.D., Assistant Professor
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William Sites, Ph.D., Associate Professor
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FACULTY EMERITI
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Irene Elkin, Ph.D., Professor Emerita
Paul Gitlin, D.S.W., Professor Emeritus
Laurence E. Lynn, Jr., Ph.D., Sydney Stein, Jr., Professor Emeritus
Dolores G. Norton, Ph.D., Samuel Deutsch Professor Emerita
Elsie M. Pinkston, Ph.D., Professor Emerita
William Pollak, Ph.D., Associate Professor Emeritus
Pastora San Juan Cafferty, Ph.D., Professor Emerita
John R. Schuerman, Ph.D., Professor Emeritus
Bernece K. Simon, A.M., Samuel Deutsch Professor Emerita
Irving A. Spergel, Ph.D., George Herbert Jones 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.

David J. Vitale, Chair
Donna E. Barrows
Judith S. Block
Frank M. Clark
Peter H. Darrow
James Dimon
Judith K. Dimon
Bernard S. Dyme
Sunny Fischer
Betsy R. Gidwitz
Mary Winton Green
Cynthia Greenleaf
Iris J. Krieg
Joseph G. Loundy
Amy S. Lubin
Linda Kelly Lymburn
Dr. Katharine (Kitty) Mann
Suzanne Muchin
Thomas B. Puls II

Brian P. Simmons
Margaret Block Stineman
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Elliot Lehman
Beatrice Cummings Mayer
Arthur E. Rasmussen, Jr.
James T. Rhind
Dorothy W. Runner
Bernice Weissbourd
Maynard I. Wishner

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The Field and the School

The Field of Social Welfare

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

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

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

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

The School of Social Service Administration

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

While most early schools of social work concentrated on practical training for case-workers, SSA’s leaders insisted on the need for a solid foundation in social science and social research as well. In its first decade, Chicago School faculty and students were investigating such issues as juvenile delinquency, truancy, vocational training,
and housing in the rapidly growing city. The decision in 1920 to join the School to the University of Chicago opened students to contact with the social sciences and the strengths of the University.

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

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

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

SSA faculty members have been honored as White House Fellows, Fulbright Fellows, and Kellogg Fellows. Faculty members have contributed their expertise to long lists of national and state commissions on such topics as juvenile justice, mental health, aging, and child welfare. They, and our alumni, have strong ties both to public and private welfare agencies and to local, state, and national governments. Notable alumni include the current director of the Illinois Department of Children and Family Services, the current CEO for the Chicago Public Schools, and a senior policy scholar who advises the federal government on welfare laws.

THE MISSION OF THE SCHOOL

The Statement of Purpose of the master’s degree program at the University of Chicago School of Social Service Administration, adopted by the faculty in 2007, establishes the commitment and direction of the School.

SSA 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 prestigious graduate schools of social work, SSA prepares working 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
The School of Social Service Administration

building bridges between rigorous research and the practice of helping individuals, families, and communities to achieve a better quality of life.

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

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

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

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

THE EDUCATIONAL PROGRAM

The School of Social Service Administration offers graduate work leading to both the A.M. and the Ph.D. degrees.

The master’s program prepares students to enter advanced professional practice. The curriculum includes: (a) the core curriculum, which offers all students a solid introduction to the fundamentals of direct practice with individuals, families, organizations, and communities and to the fundamentals of administration and policy
in their first two quarters; (b) an elective concentration in either clinical practice or social administration; and, (c) field placements to supplement both the core and the concentrations. The **doctoral program** offers specialized study at a more advanced level. Each student’s program is worked out individually and features coursework (including courses in related disciplines taught in other units of the University), independent study, and research leading to the dissertation. Detailed descriptions of the graduate programs are offered on pages 10–30.

**PROFESSIONAL CAREERS**

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

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

**Alumni** of the School are found in diverse leadership roles in social welfare. Alumni are also involved on the global stage, working with governments, NGOs, and international organizations. Recent graduates apply their training to enhance the well-being of individuals in health and mental health agencies, child and family services, school social work, and geriatric services. Others plan programs at agencies or in government, evaluate social welfare programs, or get involved in politics, community organizing, and advocacy.

Because of its position as a leading institution, SSA continues to shape the field and identify new patterns of need and response. The School’s educational program, which encourages broad understanding of social problems and multiple techniques for dealing with them, enables graduates to make significant contributions to social work and social welfare throughout their careers.

**THE BROADER CONTEXT**

**THE UNIVERSITY**

The **School of Social Service Administration** had ties to the **University of Chicago** from its very beginnings, and in 1920 it became a formal part of the University. **Edith Abbott**, the School’s first Dean, wrote, “We were clear in Chicago that only in a university, and only in a great university, could a school of social work get the educational facilities that advanced professional students must have if they were to become the efficient public servants of democracy.”
The University of Chicago is one of the foremost institutions in the country; the School of Social Service Administration has both benefited from and contributed to its special strengths. The University has a strong emphasis on graduate and professional education. It has a fruitful tradition of encouraging interdisciplinary approaches to knowledge. Among its strongest divisions have always been the behavioral and social sciences, which, in the tradition of the “Chicago School,” have combined attention to social theory with concern for the pressing real-world problems of an urban society.

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

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

The University itself is located in the attractive Hyde Park neighborhood on the city’s south-side lakefront. The neighborhood’s architectural and historic distinctions won it a place on the National Register of Historic Places in 1979. Many students and faculty live in Hyde Park, taking advantage of its museums, galleries, restaurants, and shops, as well as the rich cultural activity centered around the University community. But the broader context is Chicago, and it is an irresistible context for the student of social welfare. Chicago has been the center of pioneering movements in social work, community organizing, women’s rights, urban planning and architecture, labor organizing, and black politics. Through Chicago’s leadership, Illinois was the first state to pass a Mother’s Pension Act (forerunner of AFDC and TANF) and the first to create a Juvenile Court. A list of its movers and shakers would include not only Cyrus McCormick, Montgomery Ward, Richard J. Daley, and Barack Obama, but also Jane Addams, Saul Alinsky, Julia Lathrop, Frank Lloyd Wright, Bertha Palmer, Clarence Darrow, Gail Cincotta, and the Reverend Jesse Jackson. Chicago confronts the major issues facing American cities in such areas as economic development, public education, and the political empowerment of minorities, and its efforts are watched by other cities throughout the country. After a century of immigration, the city’s people are extraordinarily diverse (a trivial but telling reflection is the choice of restaurants, which ranges from Armenian to Vietnamese and includes most of the cuisines of Europe, Asia, and the Americas along the way). The city and metropolitan area support a vigorous cultural life whose chief glories are the Chicago Symphony Orchestra, the Art Institute, the Lyric Opera, a distinguished literary tradition, a nationally hailed theatrical scene, and the finest urban architecture and contemporary blues music in America.

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

***
The Master of Arts program, continuously accredited by the Council on Social Work Education and its predecessor organizations since 1919, prepares students for advanced professional practice. The School of Social Service Administration’s master’s degree program aims to provide a sophisticated understanding of the person-in-environment. Individual distress is seen in a social context, influenced by biological, economic, familial, political, psychological, and social factors. This perspective recognizes that economic, organizational, political, and social factors shape the work of social welfare professionals. Effective helping requires a broad understanding of possible responses, ranging from short-term strategies for gaining new resources and skills to long-term social and psychological interventions. The professional must be aware of and able to act within the web of relationships that link individual well-being with wider social and political forces to achieve social and economic justice.

Student Educational Outcomes

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

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

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

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

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

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

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Core curriculum courses for the Extended Evening Program (EEP) are offered during the first and second years of study.

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 exercise skills in analyzing the components of current policies, designing programmatic alternatives, anticipating substantive, operational, and political advantages and disadvantages, weighing benefits against financial costs, and making sound choices among imperfect alternatives. While focusing on public policies, the course will include consideration of the impact of policies and programs on individuals and families. The course will give students a thorough grounding in several critical areas of social work practice, including poverty and at least two social service areas such as mental health and child welfare.

Social Intervention: Direct Practice (30100). This two-quarter course emphasizes the design and practice of social work interventions at the individual, family, and group levels. Students are introduced to the values, theories, concepts, skills, and empirical evidence that form the base for direct social work practice. Complementing 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 and develop skills in the collection, analysis, and use of data related to fundamental aspects of social work practice: problem assessment and definition; intervention formulation, implementation, and refinement; and evaluation. The course covers specification and measurement of various practice and social science concepts, sampling methods, data collection strategies, and statistical and graphical approaches to data analysis. Students with strong research background and skills may take a written exam and be eligible for a clinical research course (44501) or a data analysis course (48500) in their first year.

**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. Students with extensive background in the socio-cultural, socio-economic, psychological, and cognitive contexts of human growth and behavior, may waive into an advanced course.

**Human Diversity Requirement**

In keeping with the School’s mission and the commitment to train students for practice in a heterogeneous society, curriculum content on human diversity is integrated into nearly every course. In addition, students must take one or more courses from a list of approved first- and second-year offerings. The requirement in human diversity is intended to provide students with an analytical framework to understand human behavior and political processes in the environment of a diverse society to satisfy the following 5 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 help students develop skills to promote individual and social change toward social and economic justice.
5. To provide students a theoretical framework for integrating an approach toward diversity within their own particular area of expertise (e.g., clinical, community, organization, management).

Each year students will be provided a list of courses that meet the diversity requirement. Students who would like to substitute a course must obtain a copy of the syllabus for that course and submit a written memo to the Dean of Students explaining why that course will meet the goals provided by the diversity requirement. Because the diversity requirement is intended to give students an analytical framework with which to integrate questions of diversity within their training at SSA, no waivers of this course are considered. Approved courses in human diversity for the 2009–10 academic year are listed below.
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. Field placements occur concurrently with course work throughout the duration of the master’s program.

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 help them. Students will develop beginning competence in direct social work practice through experience in assessment and intervention. 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 day during the work week (Monday - Friday) and complete 400 hours over the course of 12 months, including during the summer. 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.

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 use more than one practice approach to prepare them for broad-based professional practice with a range of clients, problems, and environmental situations. Second year field instruction in the clinical concentration involves a minimum of 640 hours for full-time students, usually 24 hours a week, for 3 quarters. Part-time EEP students are in the field for one 8 hour day per work week (Monday – Friday), including the summer, and complete 720 hours in approximately 18 months.
Social administration students undertake a 3-quarter field placement that is relevant to their major area of interest. The field placement enables students to work with professionals who occupy major positions in government, community agencies, health care organizations, and related social welfare organizations. Such placements give students a broad view of a social welfare problem and of the organized response to that problem. The combination of the placement and the required courses allows students to combine theoretical, substantive, analytical, and practical insights and to examine the tensions between theory and practice. 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). Part-time EEP students are in the field for one 8 hour day per work week (Monday – Friday), including the summer, and complete 576 hours in approximately 18 months.

Increasing numbers of field placements require background checks, proof of immunizations, drug testing and/or documentation of liability insurance prior to beginning work at the agency. 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.

A list of field placements for clinical practice and social administration for 2009–10 begins on page 119.

THE CONCENTRATION CURRICULUM

The master’s curriculum provides the opportunity for concentrated study in two major areas of social work and social welfare: clinical practice and social administration. Students begin taking courses in their concentrations in Spring quarter of their first year. The clinical practice curriculum includes required and elective courses designed to educate students for direct social work practice, which encompass a broad range of psychosocial services for a variety of problems in living. Students may choose to specialize in a specific area of practice (e.g., health, mental health, family and child welfare) or with a specific target population (e.g., children). The social administration curriculum is designed to educate students for social work in community organizations, management, advocacy, planning, policy development and implementation, and evaluation. Within the social administration concentration students can specialize by taking several courses in one area: management, policy analysis, or community organizing, planning, and development.

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 and at least one additional course in a different practice method sequence: behavioral (40402 or 40403, and 43212, 40922 or 43800), cognitive (41300 and 41400 or 40922), family systems (40800 and 41700, 40212, or 43401), or psychodynamic (41000 and 41100, 41200, or 44301). A one-quarter course in Evidence-based Clinical Practice (43212), Comparative Perspectives in Social Work Practice (42401), or Theoretical Foundations of Social Group Work (62300) can also be taken to fulfill the one quarter course requirement.

2. One Clinical Research class: 44501 Clinical Research: Using Evidence in Clinical Decision Making; 44503 Clinical Research: Evaluating Intervention Outcomes; or 44505 Clinical Research: Integrating Evidence into Practice

3. One advanced human behavior in the social environment course (e.g., 42100 Aging and Mental Health; 42500 Adult Psychopathology; 42600 Diagnosing Mental Disorders in Children and Adolescents; 43300 The Exceptional Child).

4. A clinical field placement intended to provide students with an opportunity to develop, apply, and test practice knowledge by working under the guidance of a supervisor in a clinical practice setting. Field instruction involves a minimum of 640 hours, usually 24 hours a week.

Electives

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

Areas of Special Interest

Students are expected to tailor their coursework to prepare for career interests and their individual learning goals. This can be organized around work with a particular client population or a field of practice. Courses in the curriculum naturally cluster around populations and problems. Building on the required theory, research, and advanced human behavior courses, students can shape their course of study around areas of practice.

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

FAMILY AND CHILD WELFARE

41700 Clinical Treatment of Abusive Family Systems
42201 Advanced Seminar on Violence and Trauma
42322 Child & Adolescent Substance Use
42912 Work and Family Policy: Policy Considerations for Family Support
47101  Child Welfare: Practice and Policy
60800  Child and Adolescent Trauma

FAMILY AND COMMUNITY SUPPORT
42201  Advanced Seminar on Violence and Trauma
42322  Child & Adolescent Substance Use
42700  Family Support Principles, Practice, and Program Development *
42912  Work and Family Policy: Policy Considerations for Family Support *
60800  Child and Adolescent Trauma
61100  Seminar in Violence Prevention
* Required for Family Support Specialization

HEALTH
40722  Death, Loss, and Grief across the Life Course
43401  Family Systems: Health and Mental Health
43900  Disability: Medical, Ethical, and Psychosocial Issues
46600  Special Problems in Health Care Management

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

OLDER ADULTS
40722  Death, Loss, and Grief across the Life Course
42100  Aging and Mental Health *
49012  Aging and Public Policy *
61200  Introduction to Aging: 21st Century Perspectives
* Required for Older Adult Specialization

SCHOOL SOCIAL WORK
40300  Treatment of Children
41600  Public School Systems and Service Populations *
41900  Treatment of Adolescents: A Contextual Perspective
42201  Advanced Seminar on Violence and Trauma
42322  Child & Adolescent Substance Use
42600  Diagnosing Mental Disorders in Children and Adolescents
43300  The Exceptional Child *
44800  Urban Adolescents in Their Families, Communities, and Schools: Issues for Research and Policy
46500  The Youth Gang Problem: Policy, Programs, and Research
47222  Promoting the Social and Academic Development of Children in Urban Environments
60800  Child and Adolescent Trauma
61500  Urban Education and Educational Policy
61600  Strategies for Working with Infants, Toddlers, and their Parents
61700  Group Work with Children
* Required for School Social Work Program

Students are invited to consider courses from the social administration offerings such as: 45900 Staff Development and Supervision: A Systems Approach; 46412 The Evaluation of Social Welfare Programs and Policies; and 48300 Theories and Strategies of Community Change.

SOCIAL ADMINISTRATION CONCENTRATION
The social administration concentration prepares students for professional practice in community organizing, planning, and development; human services management; and policy analysis. Students are prepared for jobs such as 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 teaches students the analytical and research skills needed to advocate for client groups and communities, and to plan, implement, and evaluate programs and policies at various levels of intervention.

Requirements
Students who elect the concentration in social administration take the following courses:

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

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

Community Organizing, Planning, and Development
This sequence of recommended courses provides the conceptual and substantive knowledge base 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.

I. Community Core

- 48300 Theories and Strategies of Community Change

II. Community and Context

- 48200 Seminar: Political Economy of Urban Development
- 49812 Community Organization: Historical Contexts and Current Challenges
- 47622 Community Development in International Perspective

III. Selected Strategies

- 42912 Work and Family Policy: Policy Considerations for Family Support
- 45312 Urban Social Movements
- 48112 Community Organizing

Management

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

- To familiarize students with the theories and analytical frameworks useful for developing and implementing effective organizational policies and practices.
- To instruct students in strategies that can enable human service organizations to respond effectively to external threats and opportunities.
- To help students master modern management methods, such as staff supervision and development, negotiation, participatory decision making, organizational development, and agency budgeting.

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

Foundation courses

- 44612 Organizations, Management, and Social Policy
- 47000 Nonprofit Organizations: Concepts and Practice
- 49412 Nonprofit Organizations and Advocacy for Social Change (not offered in 2009-2010)
Methods courses
- 47300  Strategic Management: External Factors
- 49600  Financial Management for Nonprofit Organizations
- 49701  Administrative Methods

Electives
- 45900  Staff Development and Supervision: A Systems Approach
- 46412  The Evaluation of Social Welfare Programs and Policies

Policy Planning, Analysis, and Advocacy
This sequence of recommended courses teaches students the conceptual and technical knowledge underlying policy planning, analysis, and evaluation in social welfare. The goals of the policy cluster are:
- To instruct students in modes of analyzing social welfare policies systematically through the construction and use of formal conceptual policy design frameworks, empirical evidence, and policy arguments.
- To assist students in learning the analytical and quantitative skills of cost-benefit and cost-effectiveness analysis, decision analysis, causal modeling, survey research, and field experimentation.
- To deepen students' understanding of the political and ethical dilemmas which accompany most policy making and evaluation problems in social welfare.

Foundation course
- 45600  Policy Analysis: Methods and Applications

One substantive elective from the list below
- 42912  Work and Family Policy: Policy Considerations for Family Support
- 44612  Organizations, Management and Social Policy
- 44700  Health Policy
- 44800  Urban Adolescents in Their Families, Communities, and Schools: Issues for Research and Policy
- 46412  The Evaluation of Social Welfare Programs and Policies
- 46500  The Youth Gang Problem: Policy, Programs, and Research
- 46600  Special Problems in Health Care Management
- 47500  The Health Services System
- 47712  Perspectives on Urban Poverty
- 49012  Aging and Public 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

Crossover Courses
Most of the courses that are lodged in either the clinical practice or social administration concentration are of potential interest to students in both concentrations. Clinical students are encouraged to take courses in social administration and vice-versa. A number of courses have been identified as being particularly relevant for both groups. Several bear on issues of supervision, management, and understanding organizational dynamics. They include:
42100  Aging and Mental Health  
42700  Family Support Principles, Practice, and Program Development  
42912  Work and Family Policy: Policy Considerations for Family Support  
44800  Urban Adolescents in Their Families, Communities, and Schools: Issues for Research and Policy  
45900  Staff Development and Supervision: A Systems Approach  
46412  The Evaluation of Social Welfare Programs and Policies  
46500  The Youth Gang Problem: Policy, Programs, and Research  
47222  Promoting the Social and Academic Development of Children in Urban Environments  
47500  The Health Services System  
49112  Children, Families, and the Law  
49600  Financial Management for Nonprofit Organizations  
61100  Seminar in Violence Prevention  
61400  The Social Meaning of Race

SPECIAL PROGRAMS

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 special program, students build a curriculum that uniquely addresses their interests and prepares them for work in a particular area of social work.

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

School-Based Programs

School Social Work (Type 73 Certification)

The School Social Work program provides students with the knowledge, skills, values, and experience needed to prepare them for certification as school social workers. 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 three 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 on exceptional children is directed at the role of the school social worker in providing service to children and their families in a school setting. Methods of evaluating disorders and current research in the field are covered. The course 41600 Public School Systems and Service Populations is designed to acquaint students with the organization of the public schools, implementation of special education mandates, services to culturally and economically diverse populations, how to recognize elements of an effective school, and the role of the social worker in a variety of public school settings.

Students select one of the following courses: 44800 Urban Adolescents in Their Families, Communities, and Schools: Issues for Research and Policy; 47222 Promoting
the Social and Academic Development of Children in Urban Environments; or 61500 Urban Education and Educational Policy. Students interested in the school social work concentration for Illinois Type 73 Certification need to pass the basic skills test administered by the Illinois State Board of Education before beginning their school social work placement.

**Community Schools Program**

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

Students interested in preparing for Type 73 certification need to complete all of the requirements stated in the previous section.

**Evidence-based Practice**

Evidence-based Practice is the integration of the best available research evidence with clinical expertise. Clinical students who elect the EBP program will learn how to formulate evidence-based questions from their practice, conduct a search for relevant evidence, and evaluate the quality of the evidence. The program will teach how to determine the appropriateness of the evidence for their clients and practice setting, how to implement the intervention, and how to evaluate the outcome of their intervention. The Integrated Dual Disorder Treatment Model (IDDTM) will be used as a practice exemplar of EBP. In addition to the evidence-based skills described above, students will learn to implement specific interventions for individuals with dual (mental health and substance abuse) disorders. Arrangements have been made with specific fieldwork settings so that students will be able to use evidence-based interventions and evaluate the outcome of these interventions with their clients.

Students in the EBP program take the clinical concentration and two required courses. Their second year placements will be in sites in which students use an evidence-based approach to social work practice. The required courses are:

- Evidence-based Clinical Practice (43212). Students are introduced to basic EBP skills and IDDTM interventions and develop evidence-based interventions for their clients.
- Clinical Research (44501). Students will complete their introduction to IDDTM interventions and will begin learning the use of client data in clinical decision making and how to evaluate the outcome of their interventions.
The recommended courses include Adult Psychopathology (42500) and Clinical Intervention in Substance Abuse (40000) or Substance Use Practice (42001).

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

SSA is an Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA) Accredited Advanced AODA Counselor Training Program (ATP). The goals of this sequence are:

- To prepare students to provide services to 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.

Requirements for students in this program include three courses and a field placement which addresses substance use issues. Required courses are: Clinical Intervention in Substance Abuse (40000), Substance Use Practice (42001), and Clinical Treatment of Abusive Family Systems (41700). Adult Psychopathology (42500) is highly recommended.

**Field placement.**

Students interested in IAODAPCA certification will be at a substance abuse agency or other placement 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. 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 interagency collaboration.

Students interested in Family Support can be in either the clinical or social administration concentration and have a placement in an agency that practices family support principles. In addition, all students take two required courses in Family Support.

Family Support Principles, Practice, and Program Development (42700) explores the theoretical principles and values underlying family support. Work and Family Policy: Policy Considerations for Family Support (42912) provides students with the knowledge and skills to consider policy issues related to work and families.
who specialize in family support choose an internship specifically designed for this program.

The Graduate Program in Health Administration and Policy

Founded in 1934, the Graduate Program in Health Administration and Policy (GPHAP) has an impressive legacy of providing students with the preparation and competitive advantage they need to be leaders in the health care field. Today, with more than 900 alumni, GPHAP continues this tradition as an interdisciplinary program that draws students from the Graduate School of Business, the Graduate School of Public Policy Studies, School of Social Service Administration, and Pritzker Medical School.

GPHAP is intended for those considering careers in health services, management, policy, research, consulting, and finance. Building on the core training provided by the participating schools, GPHAP students must complete a series of academic, practical, and co-curricular requirements. The program aims to provide the conceptual frameworks and analytical skills students need to graduate prepared to be effective in a broad range of health care careers. With a strong foundation in economics, organizational behavior, policy, and financial management, the core curriculum is complemented by internships and co-curricular activities.

Social administration students interested in careers related to health services may simultaneously earn a certificate in health administration and policy through the normal course load required for the master’s degree. Concurrent to SSA requirements, GPHAP students must take four health-related courses and one finance course. In addition, GPHAP students are expected to complete health-related field placements and engage in three co-curricular activities per quarter such as seminars, workshops, and networking events, providing written summaries of these experiences.

As a part of GPHAP, students are also eligible for opportunities such as fellowships, research assistantships, and internships, all of which develop leadership skills and augment academic credentials. GPHAP students also benefit from a range of exclusive program activities including special events to help students explore a variety of career options, alumni networking events, and notification of health-related workshops and seminars on- and off-campus.

For more detailed program information and admissions guidelines, please visit the GPHAP website at gphap.uchicago.edu.

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. Social workers bring a unique, multi-faceted perspective to working with older adults. Their training develops the capacity to respond to an older person’s need for support and intervention in multiple domains. Social workers bring an understanding of an older person’s strengths and resiliency as well as strong assessment, problem-solving, and advocacy skills. 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 be prepared to practice in an evolving health care environment.

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 Aging and Mental Health (42100) which integrates the theories and practice skills needed for effective clinical work with older adults and their families. Aging and Public Policy (49012) helps students to understand the design and delivery of services and their implications for the social, economic, and physical welfare of the aged and their caregivers. In cooperation with the Hartford Foundation and the New York Academy of Medicine, we offer a unique approach to 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 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 field experience needed to prepare social workers to engage in efforts to alleviate poverty and inequality as program managers, policy analysts, and community advocates. The program will expose students to issues regarding poverty and inequality both in the United States and in international settings.

Students selecting this program will be expected to 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. For 2009–10, recommended electives include Perspectives on Urban Poverty (47712), Organizations, Management, and Social Policy (44612), Community, Jobs and the New Economy: Strategies for Change (48700), Place, Poverty, and Social Policy (61900), and Work and Family Policy: Policy Considerations for Family Support (42912).

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 discernable 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 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); Advanced Seminar on Violence and Trauma (42201); The Youth Gang Problem: Policy, Programs, and Research (46500); and Child and Adolescent Trauma (60800). Students can also select an elective from other parts of the University.
EXTENDED EVENING PROGRAM

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

Required courses are scheduled from 5:30 p.m. 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. The first placement, or core placement, consists of 400 hours in the field. It typically occurs from the beginning of the Autumn quarter of the first year, through the following summer, and into the Autumn quarter of the second year. The second field placement consists of 720 hours for students in the clinical practice concentration and 576 hours for students in the social administration concentration. It typically begins during the Autumn or Winter quarter of the second year, includes the summer, and continues through the third academic year.

Students are required to spend a minimum of eight hours each week in both the first and second field placements. Part-time evening students spend one eight hour weekday (Monday-Friday) in the field on a consistent schedule including over the summer. Students are encouraged to talk with their employers about the necessity of having some flexibility in their weekday schedules while in school. Students working in qualified agencies may be able to arrange one of the two field placements at their places of employment.

All students must successfully complete the core field placement requirement before registering for the concentration courses in the Winter quarter of their second year.

Increasing numbers of field placements require background checks, proof of immunizations, drug testing and/or documentation of liability insurance 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. Additional information can be obtained from the Dean of Students.

JOINT DEGREE PROGRAMS

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

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

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

**Joint A.M./M.B.A. Program**

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

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

Course requirements for the A.M. component of the program include core and concentration courses with appropriate elective credit given to relevant courses taken in the Graduate School of Business. A normal program consists of 14 courses in the Graduate School of Business and 13 courses in the School of Social Service Administration.

Applicants seeking admission to the joint A.M./M.B.A. program must meet the entrance requirements and satisfy the basic undergraduate degree requirements of both the School of Social Service Administration and the Graduate School of Business.

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

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

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

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

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

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

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

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

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

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

Applicants to these dual degree programs must meet the entrance requirements and follow the application procedures of both the School of Social Service Administration and the specific theological school to which they wish to apply. The theological schools with which SSA has dual A.M./M.Div. degree programs are the following:

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

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

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

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

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

**15-MONTH ACCELERATED PROGRAM**

This 15-month 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 will be limited to 20 students per year who will complete five quarters of full-time study in their chosen concentration, including 12 advanced courses and 700 hours of field placement. Students will have the opportunity to participate in SSA’s advanced curricular options (specializations) along with an extended field placement.
BA/MA Program for Students in the College

Qualified University of Chicago college students who wish to pursue a joint MA degree in social work at the School of Social Service Administration should consult with the BA/MA adviser in the College and with the Director of Admissions at SSA early in their third year. They are expected to have a GPA of 3.25 or higher and to have completed their general education requirements. To be admitted to the joint program, students must have no more than two courses remaining in their College major program. Those two courses may be taken in the autumn and winter quarters of the fourth year. Students should be aware that they will be taking nine courses in their fourth year: Four SSA Core courses, 3 additional SSA courses which must fill content requirements within the SSA Core curriculum, and 2 electives. These electives may be counted toward the College major with the approval of the Director of Undergraduate Studies in the major. Students will also work in a field placement. BA/MA 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.

Combined AM/PhD

The School has a combined AM/PhD program for students admitted into the doctoral program who do not already have a master’s in social work. The AM/PhD 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. Most students admitted into the doctoral program already have a master’s degree in social work. Students admitted into the doctoral program who do not have a master’s degree in social work are strongly encouraged to consider the combined program; students admitted into the doctoral program without a master’s degree in any related field are required to enroll in the combined program.

Doctoral Degree Program

For more than 85 years, the School of Social Service Administration at the University of Chicago has provided advanced training for those interested in pursuing academic careers in social work and social welfare. The doctoral degree program is designed to deepen students’ mastery of both theory and research methods to prepare them to contribute to scholarly knowledge in innovative ways. The program accommodates students who are interested in developing and evaluating practice methods as well as those interested in understanding social problems and accompanying institutional and political responses. The diverse training of SSA’s faculty makes it uniquely positioned to support an interdisciplinary course of study. SSA’s doctoral graduates include a long list of leaders in the fields of social work and social welfare.

Curriculum

The doctoral curriculum is designed to ensure expertise in theory, research methods, and a substantive area of specialization. Students develop individualized programs that combine required and elective coursework within SSA, coursework in other University departments, and independent study.

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

In consultation with a faculty advisor, each student develops a program of study that includes courses, a qualifying examination, a pre-dissertation research project, a dissertation proposal, and dissertation research. From coursework in the first years to dissertation defense, the program ideally takes 4 to 5 years. Students also have the opportunity to participate in teaching and research activities at the School as teaching and research assistants.

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

SUPPORTS FOR STUDENTS

Students in the doctoral program receive a stipend and full tuition and fees for 4 years. All admitted students are eligible to receive an $18,000 stipend in year 1, and $15,000 each year in years 2 to 4. To qualify for this financial aid, students must 1) meet income eligibility criteria, 2) maintain satisfactory progress, and 3) 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 and 4 can fulfill this work requirement through teaching and/or research. The School pays 82% of tuition during students’ fifth and subsequent years.

*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 below), 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.

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.

REQUIREMENTS FOR THE PH.D. 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 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.

All doctoral students must register for 2 years of scholastic residence in which they take courses full time. Those who will also be working on their master’s degree while at SSA will typically register for 3 years of scholastic residence. Thereafter, all students must register for advanced residence for a minimum of 3 quarters during each calendar year until receipt of the degree.

**TIMELINE**

Because the time needed to complete the dissertation varies widely, the time required for completion of the Ph.D. program also varies. In general, students take from 4 to 6 years to complete all requirements. The table below lays out the School’s definition of satisfactory progress in the program:

**Timeline For Completion Of Program Requirements**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year and Beyond</th>
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<tbody>
<tr>
<td>Coursework</td>
<td>Coursework</td>
<td>Coursework</td>
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<tr>
<td>Qualifying Exam</td>
<td></td>
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<td>Completed by beginning of year</td>
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<tr>
<td>Dissertation</td>
<td>Pre-dissertation research</td>
<td>Pre-dissertation research</td>
<td>Dissertation proposal</td>
<td>Dissertation data collection, analysis, writing, and defense</td>
</tr>
<tr>
<td>Assistantships</td>
<td>Research assistantship</td>
<td>Research assistantship</td>
<td>Teaching assistantship</td>
<td>Teaching assistantship</td>
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</table>
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, disability, or veteran status, and does not discriminate against members of protected classes under the law. The Affirmative Action Officer (773.702.5671) is the University official responsible for coordinating the University’s adherence to this policy and the related federal, state and local laws and regulations (including Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act).

MASTER OF ARTS STUDENTS

FIRST YEAR

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

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

Enrollment in the School is limited each year, and applicants are advised that the committee on admissions selects 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 supplementary statement, and outstanding achievements.
SECOND YEAR

Continuing Students

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

1. A minimum grade-point average of 2.50 on a 4-point scale upon the completion of the first year of full-time study or completion of 9 courses.
2. Satisfactory performance in field instruction, indicating readiness for an advanced field placement.

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 3 years is generally eligible to enter the School in the Autumn quarter and complete degree requirements in 3 quarters by following a regular second-year program, if the program in the other school covered the content of the first-year program at SSA. Transfer applicants should enclose with their supplementary materials packet a catalog from the school of social work in which their first-year program was taken.

Returning Students

Individuals wishing to return to the School after being out of residence must reapply for admission. Students absent from the program for 5 years or more 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, and other evidence of superior achievement and of interest in pursuing an academic appointment.

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

STUDENTS FROM OTHER COUNTRIES

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

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

2. The student from another country must have fluency in spoken English. The fieldwork courses demand use of idiomatic English from the beginning of the period of study. All applicants from other countries must submit scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). SSA requires a TOEFL score of 100 with sub scores of 26 each (250 on the earlier computerized test with a score of 25 in each component section) or a score of 7 with sub scores of 7 each on the IELTS exam.

APPLICATION PROCEDURES FOR DEGREE STUDENTS

All inquiries about admission or about the progress of a particular application should be addressed directly to the Director of Admissions, The School of Social Service Administration, The University of Chicago, 969 East 60th Street, Chicago, Illinois 60637, 773.702.1492, or admissions@ssa.uchicago.edu. Students are encouraged to visit the campus prior to admission.

APPLICATION DEADLINES

Students enter all programs in the Autumn quarter. Applications should be filed as early as possible to allow time for reviewing application materials. Only complete applications with transcripts and reference letters will be reviewed. Applications will be accepted and processed beginning Autumn quarter of the year preceding anticipated admission. Deadlines for the master’s program are December 1 and January 15; the final application deadline for the master’s program is April 1. The deadline for the accelerated program is October 16. The application deadline for the doctoral program is December 15.

STEPS IN THE ADMISSION PROCESS

1. The Online Application is available at: https://grad-application.uchicago.edu/index.cfm. Returning master’s degree students or applicants who completed the application process at the School within the last 3 years but did not enroll may request a Supplemental Application at ssa.admissions@uchicago.edu.

2. Supplementary statement. Applicants for the master’s degree submit a statement discussing 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. New applicants must order an official transcript from each college and graduate school they have attended, sent directly to them in a sealed envelope. The applicant encloses the sealed transcripts with the supplementary materials packet sent through U.S. mail to complete the online application form. If college work is incomplete at the time of application, a supplemental transcript should be sent when final grades and award of the degree have been recorded.

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

8. Application fee. Applicants may pay the $60 fee online at the time they submit the online application or they can send a check with the Application Fee Coupon (downloadable from the online application) to the address specified. This fee is not refundable.

9. References. Applicants who have graduated within the last 5 years are encouraged to submit at least 1 academic reference. Applicants who are or who have recently been employed should include at least 1 reference from an employment supervisor. References can be solicited and handled directly through the online application; in this case letters of references are sent directly to the Admissions office through the online reference system. This is the preferred method. References on paper should be returned to the applicant in sealed envelopes which they will include with their supplementary materials packet.

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 5 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.

11. Financial aid. 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, as well as the University’s online form for graduate loans and federal work study at sla.uchicago.edu/gradapp.

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 3 points in the application cycle. Admissions decisions for the Accelerated Program will be made by December 1. Admissions decisions for the doctoral program will be made by April 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 STUDENTS FROM OTHER COUNTRIES

Foreign 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 $70 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 foreign governments will approve the release of funds for this purpose.

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

3. Financial plan. Foreign 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, in 2007–08 will be approximately $54,000 for one year of study. Foreign applicants to the master’s program will receive only nominal University gift aid. Foreign applicants to the doctoral program are eligible for full University funding identical to their U.S. peers.

4. Applicants who need financial assistance are advised to explore possibilities in their home country and from U.S. government sources. Information about the latter may often be obtained from a U.S. consulate or information service office. The Institute of International Education also provides information about scholarship opportunities at www.iie.org.

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

SCHOLARSHIPS

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

Applicants for financial assistance for funds administered by the School are expected to give an accurate picture of needs and resources, so that a realistic plan can be worked out for the full academic year. Exclusive of the tuition and required fees, the estimated living cost for the single student is $2,000 per month. This amount should cover books, room and board, carfare to the field placement, and incidentals.
FINANCIAL NEEDS ANALYSIS

Applicants’ answers to the online Scholarship Aid Application questions are used to determine a student’s financial need. Applicants whose financial needs analysis is received by the School after June 1 may be at a disadvantage in competing for scholarship and loan funds.

Applicants who are applying for student loans must also file a Free Application for Federal Student Aid (FAFSA). A FAFSA form may be obtained by requesting the form at www.fafsa.ed.gov. The FAFSA should be returned as soon as possible after January 1.

AWARDS ADMINISTERED BY THE SCHOOL

Basic scholarship awards are made on the basis of financial need and merit. Limited additional merit scholarships are available and are awarded with consideration given to academic achievement and promise for the field of social work. Scholarships are granted for 1 year only. Students must reapply for second-year awards. Scholarships do not preclude loans to students who may require additional financial aid to complete their work.

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

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

- Edith Abbott Scholarship Fund
- Charlotte F. Andress Scholarship Fund
- Beryl Veta Beringer Scholarship Fund
- Sophonisba P. Breckinridge Scholarship Fund
- Alvin Bronstein Scholarship Fund
- Martha E. Burton Scholarship Fund
- Chicago School of Civics & Philanthropy Scholarship Fund
- Frank M. Clark Scholarship Fund
- Helen Clauson Scholarship Fund
- Colver-Rosenberger Scholarship Fund
- Alex and Miriam Elson Scholarship Fund
- Thomas W. Fetzer Scholarship Fund
- Regina Vogel Fine Scholarship Fund
- Marion Gibson Fisher Scholarship Fund
- David and Mary Winton Green Scholarship Fund
- Julian and Elizabeth Hanlon Scholarship Fund
- Francis R. and Benjamin C. Hayenga Scholarship Fund
- Sophia and Uno Hill Memorial Scholarship Fund
- Leila Houghteling Scholarship Fund
- Gregory Lilly Scholarship Fund
- Lynne Fowler Linn Scholarship Fund
- Jeanne C. Marsh Scholarship Fund
The following scholarship funds have been established to provide financial assistance to SSA students with particular needs or attributes based on an assessment of need, merit, and eligibility:

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

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

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

Richard and Angelica Harter Scholarship Fund. These awards are designated for students in the dual degree program between SSA and the Chicago Cluster of Theological Schools.

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

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

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

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

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

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

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

Alice Pickard Minority Scholarship. These awards are designated for minority students at SSA.
Judith Rudolph Scholarship Fund. These awards are designated for 1 second-year student who shows a commitment to the prevention of adolescent pregnancy or services to teenage parents.

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

Olive K. Sloane Scholarship Fund. These awards are designated for students at SSA whose field of study is medical social work. Students who take their second-year field instruction in an Illinois public school are eligible to apply for a paid Illinois School Social Work internship.

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

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

AWARDS ADMINISTERED BY ORGANIZATIONS AND AGENCIES OUTSIDE THE SCHOOL

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

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

LOAN FUNDS

FEDERAL STAFFORD LOANS (SUGSIDIZED AND UNSUGSIDIZED)

The subsidized Federal Stafford Loan is a need-based loan with a fixed interest rate of 6.8% for the life of the loan. The interest is paid by the federal government while the student is enrolled in school at least half time, throughout the 6-month grace period, and during periods of deferment. Graduate students may borrow up to $8,500 per academic year in subsidized 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. Beginning July 1, 2007, graduate and professional degree students may borrow up to $12,000 per academic year in unsubsidized loans. The interest rate is fixed at 6.8%. No fees are charged for either subsidized or unsubsidized Federal Stafford Loans to borrowers who use the University of Chicago as their lender.
FEDERAL PERKINS STUDENT LOANS
Federal Perkins Student Loans carry an interest rate of 5%. These funds are extremely limited, and the University cannot guarantee the availability of monies to all students who apply. Annual maximum amounts are determined by the amount of funds available. Students must be registered full time to be eligible for Federal Perkins Student Loans.

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

The 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, A.M. ‘40, as a loan fund for the benefit of SSA students.

The Bliss Hospital Administration Fund, the Clay Hospital Administration Fund, the George Gund Foundation, the Kellogg Foundation Hospital Administration Fund, and the R. 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 East 58th Street, Room 411, Chicago, Illinois 60637, 773.702.6061.

✦✦✦
## General Information

### Schedule of Fees

All payments of tuition and fees must be completed by the end of the fifth week of any quarter. If a student has not paid any account in full that is due to the University, restriction of further privileges or services may follow. The fees listed here are for the academic year 2008–09.

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application fee</td>
<td>$60</td>
</tr>
<tr>
<td>1. This fee must accompany the original application for admission to the University. No part of this fee is either refunded or applied as an advance payment on other fees.</td>
<td></td>
</tr>
<tr>
<td>Advance reservation deposit</td>
<td>$250</td>
</tr>
<tr>
<td>Credited to Autumn quarter tuition</td>
<td></td>
</tr>
<tr>
<td>3. Student Accident and Sickness Insurance (each of 3 quarters):</td>
<td></td>
</tr>
<tr>
<td>Basic Plan (student only)</td>
<td>$675</td>
</tr>
<tr>
<td>Advantage Plan (student only)</td>
<td>$1,030</td>
</tr>
<tr>
<td>Dependents (spouse/domestic partner)</td>
<td>$1,854</td>
</tr>
<tr>
<td>Family Plan (spouse/domestic partner, children)</td>
<td>$2,884</td>
</tr>
<tr>
<td>4. Student Life fee (each quarter)</td>
<td>$238</td>
</tr>
<tr>
<td>5. Tuition fees per quarter for master’s program:</td>
<td></td>
</tr>
<tr>
<td>Normal graduate program of 3 courses</td>
<td>$11,395</td>
</tr>
<tr>
<td>2 courses</td>
<td>$8,147</td>
</tr>
<tr>
<td>1 course</td>
<td>$4,720</td>
</tr>
<tr>
<td>6. Tuition fees per quarter for doctoral program:</td>
<td></td>
</tr>
<tr>
<td>Scholastic Residence</td>
<td>$11,395</td>
</tr>
<tr>
<td>Advanced Residence</td>
<td>$4,496</td>
</tr>
</tbody>
</table>

Note 1. *Pro forma* status fee is $247 each quarter.

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

Note 3. Students who are required to withdraw for disciplinary reasons shall not be entitled to any refund of tuition or fees. Fees and other charges are subject to change from year to year prior to the beginning of each academic year.

7. Special service fee:
   - a. Fieldwork registration per quarter ............................................... $25
8. One-time transcript fee ........................................................................ $45
9. Late fees:
   - a. Late payment of fees .................................................................... $100
   - b. Late registration ........................................................................ $100
10. Change in registration ....................................................................... $50

A fee is charged for each change in registration made by a student after the officially scheduled change period (third week of quarter) unless caused by the University.
ESTIMATE OF EXPENSES

The following figures may be used as a guide for students in estimating the annual cost of essential needs while enrolled in the School of Social Service Administration. They are based upon an academic year of 3 quarters and include food, shelter, laundry and cleaning, textbooks, incidentals, clothing, recreation, and commuting costs only for travel to and from field instruction.

For a single student .......................................................... $56,484
Tuition ............................................................................... $34,185
Fees and Student Accident and Sickness Insurance ........... $2,739
Books ............................................................................... $1,650
Transportation ................................................................... $1,785
Room/Board ...................................................................... $13,455
Personal and miscellaneous .................................................. $2,670
For first child.................................................................... $4,000
For each additional child...................................................... $4,000

ADMINISTRATIVE INFORMATION ON COURSES AND REQUIREMENTS

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

Course Marks And Credits

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

A—Denotes superior performance that is both consistent and outstanding.

B—Denotes good, steady, adequate performance, with some of the plus values that make for an A. The B student shows understanding and ability to integrate learning and ends the course with a comprehensive grasp of the material.

C—Denotes acceptable performance that indicates grasp of the essentials of the course and probable ability to complete the next course in the sequence. The mark C denotes lack of the comprehensive grasp and understanding of the B student. The C mark may represent uneven work or steady performance at no more than an acceptable level.

D—Denotes minimum passing grade. The work is marginal, neither clearly acceptable nor clearly unacceptable. The student’s grasp of the essentials is in question. The mark D denotes serious doubt that the student can complete the next course in the sequence.

F—Denotes failure, i.e., unacceptable performance. An F grade clearly demonstrates inability of the student to grasp the essentials or to integrate learning. A grade of F, once recorded, cannot later be changed. Receiving an F grade necessitates registration and payment for an additional course.

A student may not register for a succeeding quarter or graduate if he/she has received Fs in 2 courses or 2 quarters of fieldwork, with the following exception
and condition: 2 Fs received from the same instructor in 2 interrelated, concurrent
courses will be treated as 1 F; 2 Fs in fieldwork must be in 2 different field placements
with 2 different field instructors. The faculty liaison may be the same for both field
experiences.

P—Denotes satisfactory performance (that is, within the A to C range). Students
who wish to take a P (Pass) for a course must obtain the consent of the instructor
by the end of the fourth week of the quarter.

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

The privilege of completing a course marked I is limited to the end of the quarter
following that in which the incomplete was granted.

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

Master’s degree students must take letter grades (A, B, C, D, or F) in at least 15 of
the 18 courses required for graduation. The remaining 3 courses may be taken on a
Pass/D/Fail basis. The P/D/F system is available in any of the 3 courses in which
the student wishes to use it.

All fieldwork grades are P/D/F. Students must pass their Core and Concentration
fieldwork programs to receive their degree.

Students who previously withdrew from the School and are now resuming their
studies are subject to the current policy. Transfer students who receive 9 credits for
courses taken outside of SSA must take all their courses for a letter grade.

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

The master’s student must achieve a minimum cumulative grade-point average
of 2.70 (on a 4-point system) to graduate from the School, and a minimum cumula-
tive grade-point average of 2.50 must be achieved upon the completion of the first
year of full-time study, or the completion of 9 courses, to continue in the School.
Computation of the grade-point average is based on assigned values to the letter
grades as follows: A = 4, A- = 3.7, B+ = 3.3, B = 3, B- = 2.7, C+ = 2.3, C = 2, C- = 1.7, D+
= 1.3, D = 1, D- = 0.7, F = 0, I = 0. The grades P and R are not included in computation
of the grade-point average.

Doctoral students are expected to maintain at least a 2.7 cumulative grade-point
average (on a 4-point scale). A student whose grade-point average falls below 2.7
in any 3 consecutive quarters or 9 consecutive courses will be terminated from the
program. Grades of P (Pass) will not be counted in the calculation of grade-point
averages.
Doctoral students are permitted to take no more than one-fourth of the courses meeting the distributional requirements as P/D/F grading. Faculty members have the option of modifying letter grades with plus and minus designations.

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

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

**Academic Honesty**

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

**Registration And Residence Requirements**

The unit of residence at the University is the academic year, normally consisting of 3 consecutive quarters of enrollment.

Students in the master’s program of the School of Social Service Administration must complete 18 courses and 2 field placements before receiving the master’s degree. Students in the doctoral program must register for a minimum of 2 academic years in Scholastic Residence. During the remaining years, doctoral students will register in Advanced Residence until receiving their degrees.

**Application For Degree**

Application for a degree must be completed online by the first week of the quarter in which a student expects to receive a degree. In case of failure to complete degree requirements, the student must reapply by filing a new application in a later quarter.

**Leaves Of Absence**

Students may take a leave of absence from the program for up to 1 year. A request for a leave must be made in writing and include the reason for the leave, the anticipated length, and plans for completing the work. A leave of an additional year may be granted under special circumstances with the approval of the Dean of Students.

Students absent from the program for 3 to 5 years, who have not been granted a leave of absence under the first provision, will need to reapply for admission to the School to complete requirements for the degree. Courses will be evaluated for credit toward meeting existing requirements. Students absent from the program for 5 years or more will be required to reapply for admission to the School and repeat all coursework and internships. No credit will be given for previous work toward the degree. If readmitted, they will be eligible for financial aid like other students.
Transcripts And Certification
Students may request a transcript of academic record or certification of student status from the Registrar’s Office. A lifetime transcript fee of $45 allows students to order transcripts online. The Registrar will not issue a transcript of record or release other nonpublic information except upon the written request of the student. Partial transcripts cannot be issued.

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

RESOURCES

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

LIBRARY
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 welfare and social work, as well as related material from other disciplines. It contains more than 33,000 volumes, including serials, journals, and reference works. The library has a large collection of microfilms, pamphlets, and publications of governmental and voluntary agencies. Online catalog and computer workstations to access electronic information sources are also available. Readings for all SSA classes are located here.

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

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

COMPUTER LABORATORY
SSA provides a computer laboratory that is equipped with 19 PC-compatible machines connected to 2 high-volume network printers. This lab has been established for the exclusive use of SSA students and staff, SSA computer-based courses, and other instruction. SSA has 32 laptop computers for in-class instruction use. Each computer offers the latest software provided by the University for coursework, and any applications required by classes at SSA. In addition, the lab computers have high-speed connections to the Internet for browsing and e-mail services. SSA employs its own in-house IT staff for technical support.

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

CAREER SERVICES

SSA CAREER SERVICES

The Office of Career Services provides career and professional development programs for master’s and doctoral students, 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 alumni who have volunteered to be contacts, offering advice and guidance for job-seekers. Several of these alumni also serve on quarterly career panels sponsored by Career Services to discuss their transitions from SSA and their current career paths, and to offer advice to graduating students. Alumni and students also participate in a shadow program during the summer to provide one-on-one direct workplace experiences.

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

During spring break, students can participate in SSA’s Washington Week. This program brings together SSA alumni in the Washington, 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.

CAREER ADVISING AND PLANNING SERVICES (CAPS)

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

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

UNIVERSITY HUMAN RESOURCES MANAGEMENT

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

LIVING ACCOMMODATIONS

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

The International House of Chicago was founded in 1932 through a gift from John
D. Rockefeller, Jr. It is a coeducational residence for students from around the world.
Each year the House accommodates more than 500 graduate and advanced under-
graduate (third- and fourth-year students) residents—about half from countries
other than the United States—who are pursuing academic and professional degrees,
preparing in the creative or performing arts, or training with international firms at
Chicago institutions.

International House promotes understanding and friendship among students of
diverse national, cultural, and social backgrounds, provides facilities that can benefit
social and cultural development of its residents, and serves as a center of cultural
exchange between international students and the greater Chicago community. The
building is designed to facilitate informal daily interactions among residents in the
House’s kitchen and dining room, Tiffin Room, courtyard, library, computer labs,
and television lounges. These interactions make a major contribution to achieving
the goals of the House. International House seeks residents who are willing to share
their time and talent with the House community through its programs and activi-
ties. Scholarships and fellowships are available. All inquiries should be addressed
to the Registrar, International House, 1414 East 59th Street, Chicago, Illinois 60637,
773.753.2270, i-househousing@uchicago.edu. For further information about I-House
programs, go to ihouse.uchicago.edu.

The University owns and operates more than 1,200 apartments located around
and within the campus area. Graduate students who are single, married, or in a
domestic partnership and who are registered and making normal progress towards
their degrees are eligible to live in Neighborhood Student Apartments. Apartment
sizes range from efficiency units to large 3-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 apart-
ments. Couples with children are given priority for the 2- and 3-bedroom apart-
ments. Inquiries should be addressed to Neighborhood Student Apartments, 5316
South Dorchester Avenue, Chicago, Illinois 60615, 773.753.2218.

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

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

**UNIVERSITY OF CHICAGO STUDENT HEALTH CARE**

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

1. Enrollment in the Student Accident and Sickness Insurance Plan offered by the University, or
2. Completion of the insurance waiver form certifying that the student has insurance coverage comparable to the Student Accident and Sickness Insurance Plan. Insurance and waiver forms are available online at registrar.uchicago.edu/health.

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

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

Information about plan benefits is available at studenthealth.uchicago.edu/student insurance. For questions about enrollment, contact the Student Insurance Assistant, University Registrar’s Office, Room 103, 5801 South Ellis Avenue, Chicago, Illinois 60637, 773.702.7877; or the University of Chicago Campus Insurance Coordinator at 773.834.4543.

**STUDENT LIFE FEE**
The University requires all students to pay the Student Life Fee during each quarter of enrollment. This fee covers patient visits at the Student Care Center and Student Counseling and Resource Service. This fee also covers student activities through the Office of the Reynolds Club and Student Activities (ORCSA) as well as class laboratory and library fees for college students. 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 Care Center (SCC) and the Student Counseling & Resource Service (SCRS).

Students who live more than 100 miles away from the University may waive the Student Life Fee.

**SUMMER HEALTH AND WELLNESS Fee**

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

**IMMUNIZATION REQUIREMENTS**

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

**OTHER SERVICES**

**STUDENT ASSOCIATIONS**

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

All registered master’s students are members of 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 go to SSA’s website (www.ssa.uchicago.edu) for descriptions of the student associations.

- Advocates’ Forum
- African American Student Association
- Community and Economic Development Organization
- Council of Jewish Social Work Students
- Disability Student Association
- Doctoral Student Association
- Environmental Rights Group
- Feminist Student Association
- International Social Welfare Association
- Latino Student Association
Moonlighters EEP Student Association  
OUTreach: LGBTQ and Allied Social Workers  
Pan Asian Student Association  
SSA Christian Fellowship  
SSA Thrivers Group  
Student Government Association  

THE ALUMNI ASSOCIATION  
Established in 1929, the 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. 

Board Of Directors  
Jinnie English, AM ’99, President  
Nicole Hrycyk, AM ’04, Vice President  
Gina Anselmo, AM ’98, Secretary  
Kristen H. Anderson, AM ’08  
Peter Chapman, AM ’86  
Rubi Clay, AM ’71  
D. Michael Coy, AM ’06  
Jacob Dancer, AM ’04  
Terri Davis, AM ’99  
Betty Dayron, AM ’64  
Crystal Gonzales, AM ’09  
Katherine Gregg, AM ’07  
Sheila Haennicke, AM ’86  
Lisa Klein, AM ’99  
Shaun Marshall, AM ’03  
June A. Price, AM ’08  
Angela Scott, AM ’04  
Monico Whittington-Eskridge, AM ’96  

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 the Emily Klein Gidwitz
Professor Michael Sosin and the faculty of the School of Social Service Administration. The journal is available on-line at: http://www.journals.uchicago.edu/toc/ssr/current.

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, these workshops 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 curriculum covers a wide range of content, emphasizing throughout the mutuality of research and practice.

The program is designed primarily for practicing social workers, clinicians, and human service professionals. Students at the School of Social Service Administration are welcome to attend PDP workshops and are provided a 50% discount off of the total tuition due. However, it is understood that students’ main responsibilities are to the curriculum in the master’s program and field placement obligations. The Professional Development Program should be viewed as a supplementary offering to students’ academic experiences and as a resource throughout their professional careers.

Continuing education credit is available to meet state licensing requirements and to give recognition of personal initiative and growth. Specific workshop offerings are described on the PDP web page: ssa.uchicago.edu/programs/pdp.shtml.

RESEARCH CENTERS

CENTER FOR HEALTH ADMINISTRATION STUDIES

The Center for Health Administration Studies (CHAS) supports multidisciplinary research on health policy and politics through a seed-grant program. The initiative is available to University of Chicago faculty and health researchers as well as those interested in pursuing a health-related project for the first time. The supported projects are oriented towards health care policy for poor and vulnerable populations including projects focused specifically on health policy, behavioral health service in community based settings, and school-based health care research. The Center also supports the Michael M. Davis seminar series on “Health and Vulnerable Populations,” drawing on speakers across a wide spectrum of health-related fields. The Davis Seminars are held weekly, during the Autumn and Spring academic quarters. Please see the CHAS website for details on these and other health-related events across the University: www.chas.uchicago.edu.

CHAPIN HALL

Chapin Hall engages in research focused on policies, programs, and practice that affect the well-being of children and youth, families, and communities. Chapin Hall’s multidisciplinary research agenda encompasses the needs and potential of all children and youth, and devotes special attention to populations experiencing significant problems, such as maltreatment, poverty, and mental or physical illness. Research is conducted on: social services for children and youth, in particular services
associated with foster care and the juvenile justice system; supports for child and youth development; philanthropy that concentrates on community building initiatives; and the development of policy research in other countries that focuses on the well-being of children and youth. A number of faculty members from the School of Social Service Administration are associates of 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 see the Chapin Hall website (www.chapinhall.org) for more information about its research, publications, and conferences.
30000. Social Intervention: Programs and Policies I, II

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

I. S. Allard, J. Henly, H. Hill, W. Johnson, D. Puntenney, B. Roth
II. S. Allard, S. Carr, R. Fairbanks, J. Mosley, V. Parks

30100. Social Intervention: Direct Practice I, II

These two courses introduce students to the fundamental values and conceptual bases of social intervention. They are designed to teach the knowledge and skills necessary to enable students to carry out activities that will enhance the lives of people with psychosocial needs and problems. Content is structured around professional socialization, context for practice, diversity, assessment, intervention, and evaluation. Emphasis is on the development of skills for assessment and intervention with individuals, families, and groups.

Various theories and models of practice are examined to understand the similarities and differences in their approach to problem solving. The courses aim for an integration of theory and practice that will enable students to effectively intervene on behalf of their clients. Students are expected to develop an understanding of the assessment of problems and beginning competence in the processes of change.

J. Bellamy, B. Borden, A. Bouris, M. Engstrom, N. Guterman, G. Samuels, K. Teigiser, D. Voisin

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

30200. Social Intervention: Research and Evaluation

This course focuses on the generation, analysis, and use of data and information relevant to decision-making at the case, program, and policy levels. Students learn and develop skills in collecting, analyzing, and using data related to fundamental aspects of social work practice: problem assessment and definition; intervention for-
mulation, implementation, and refinement; and evaluation. The course covers specific-
fication 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, 44503, 44505 or 48500 in the first year. Enrollment is
limited to SSA students only.

J. Ha, J. Henly, J. Kim, S. 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.

M. Dentato, N. Martinez, S. Rose

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 activi-
ties. While pharmacotherapy will be addressed, the primary focus is on verbal inter-
ventions with empirical support.
Participants will become familiar with classification and diagnosis of DSM-IV
Substance Related Disorders, and the pharmacology of non-medical drugs. They will
be introduced to methods of screening and evaluation of substance use, engaging
individuals in treatment, brief treatment interventions that can be used in a variety
of settings, individual and group approaches, and relapse prevention. Participants
will be provided an overview of the treatment needs of special populations, such
as, older adults, individuals with co-morbid mental illness, and women. Finally,
students participating in this course will take a day-long workshop in motivational
interviewing.

S. McCracken

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.
D. Catherall

40300. Treatment of Children

This course is designed to be a companion course to SSAD 42600 Diagnosing Mental Disorders in Children and Adolescents and will begin where the diagnostic course ended. Assessment, treatment planning, treatment implementation, and evaluation of treatment efficacy will be addressed for DSM IV-TR disorders of children and adolescents.

Students will be expected to be familiar with DSM IV-TR classification and diagnosis of mental disorders in children and adolescents. Emphasis will be placed on attention deficit and disruptive behavior disorders, anxiety disorders, mood disorders, eating disorders, pervasive developmental disorders, and attachment problems. Both individual and family-based approaches will be addressed. Treatment approaches that have strong theoretical and empirical basis will be reviewed. This course will be appropriate for students with interests in practicing in mental health settings, schools, health care settings, and family service programs. Prerequisite: SSAD 42600.
Susan McCracken

40402. Applied Behavior Analysis: Children and Families

This course surveys the discipline of behavior analysis, emphasizing the basic principles and concepts as they pertain to children and their families. The course will emphasize the unique scientific methodology of applied behavior analysis, i.e., description, quantification, and analysis. Basic procedures for increasing existing behavior, decreasing aberrant behavior, and developing new behavior among typically developing and developmentally delayed children will be covered. Students will learn to select, define, and measure behavior. They will learn how to plan, intervene, and evaluate socially important behavior changes in a variety of settings, such as homes and schools. Finally, the course will cover technologies for producing generalized behavior changes across time, settings, and individuals.
J. Smagner

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 present a unique set of challenges. Most research in psychotherapy outcomes suggest 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 relation-
ship 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 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 goal 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.

P. Holmes

40722. Death, Loss, and Grief across the Life Course

In this course, we will discuss issues of death, dying, loss, and grief across the life course, with special focus on death and bereavement in old age. We will begin with the exploration of the diverse theoretical perspectives on human loss and grief. We will then examine how grieving is affected by type of loss, socioeconomic and cultural factors, individual personality and family functioning by reviewing empirical literature on loss and grief. We will explore the meaning of death and loss across the life course and examine how demographic, medical, and social changes have shaped the experiences of death, dying, and bereavement. We will also discuss various types of loss from an individual, family, and socio/cultural perspective. Coping and resiliency, diversity of human response to loss, role of social groups, religion, and spiritual experience, and their implications for social work practice will be explored.

J. Ha

40800. Family Systems Approaches to Practice

This course provides a systems-based conceptual and technical foundation for social work practice with families, considering multigenerational family life-cycle development, sociocultural 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 pre-
senting 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.

L. Anderson, M. Woolley, G. Samuels

40922. Cognitive Behavioral Therapy: Theory and Practice
Cognitive Behavioral Theory 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. Prerequisites: Students must have taken one of the following courses: SSAD 41300; SSAD 40402; or SSAD 40403.

A. Bouris

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, 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

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 defini-
tions 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.

A. Raney

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

R. Volden

41300. Cognitive Approach to Practice I
This course is based on the assumption that the ways we understand our personal capacities, interpersonal connections, and social resources have an important influence on how we actually function in the world. In other words, our expectations or personal assessments bear on how we feel, what we do, and how others respond to us. At the same time, the options (or lack of options) that we encounter in our lives shape these personal meanings. Given this perspective, the course focuses on ways to help individuals reduce problems and reach their goals by helping them reconsider what things mean or could mean and by working actively to open up real options in their lives. Although the class is organized around a cognitive orientation to direct practice, it goes beyond traditional models of cognitive therapy by explicitly considering the social sources of negative meanings that many of our clients confront. SSAD 41300 is the first part of a two-quarter course. In this first quarter, emphasis is placed on gaining an understanding of the theoretical foundations of the cognitive integrative perspective. Although considerable attention will also be given to the practical applications of theoretical constructs, the major focus on practice occurs in the second quarter with SSAD 41400.

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

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.
D. Baptiste

41500. The Practice of Group Work
This course addresses core group principles applicable to clinical and administrative social work practice. Students will have opportunities to enhance facilitation skills, explore dynamics of group membership, experiment with content versus process in group settings, and gain mastery in the use of creative/expressive/activity-based interventions in groups. As part of the learning experience and application to direct practice, students will participate in small personal growth groups. The seminar nature of the course will also provide students with opportunities to engage in group projects which may be directly applied to agency-based practice. Additional topics that will be integrated throughout the quarter include: cultural competence in group practice, unique practice settings, ethical considerations, and the integration of various theoretical orientations/styles to social work practice in groups. This course requires a high level of student participation, experiential activities, and self-examination. Note: Students may not be absent from the first class meeting.
J. Levy

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 getting Type 73 Certificate, consent of instructor required for students from other departments. (Completion of course required for State School Social Work Certification.)
M. Woolley
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 and K. Underwood

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

Susan McCracken

42001. Substance Use Practice

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

S. Petersen
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. Specific focus 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 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.

S. Dornberg-Lee

42201. Advanced Seminar on Violence and Trauma

Theory and application discussed in SSA 41700 serves as the conceptual framework from which this advanced seminar begins. Using multiple systems as a foundation, this course investigates the nature of complex trauma from developmental and neurodevelopmental perspectives. Current neuroscience research provides opportunities to explore traditional as well as body-centered psychotherapies across client populations and settings. As part of the learning experience and application to direct practice, students will apply course material to specific populations impacted by violence which may include, but are not limited to: returning military personnel and their families, survivors of war/torture/terrorism, gang/community violence, hate crimes/LGBT violence, individuals and families impacted by suicide/homicide, survivors of natural disasters, violence in prisons, violence against the clinician, and secondary or vicarious traumatization for clinicians (compassion fatigue). Additional topics that will be 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. Note: Students must be present at the first class meeting in order to register for the course. Prerequisite: SSAD 41700.

J. Levy

42322. Child & 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 to also 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.

A. Sturdivant
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 with consent of instructor.

B. 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-IV-TR). 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.

Stanley 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 focuses on assessing mental disorders in young people according to the DSM IV-TR classification system and on recognizing the clinical presentation characteristics of each diagnostic group. Associated family patterns and key issues in interviewing parents are highlighted. Assessment methodologies, including behavioral, psychobiological, and systemic, are surveyed. This course provides a beginning information base for students interested in working with children and adolescents. SSAD 42600 is a prerequisite to SSAD 40300 Treatment of Children.

Susan McCracken

42700. Family Support Principles, Practice, and Program Development

This course explores the theoretical principles and values underlying family support. The family support approach emphasizes prevention and promotion, an ecological framework, an integrated collaborative use of community resources, 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

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

42912. Work and Family Policy: Policy Considerations for Family Support

This course is a graduate-level seminar that examines contemporary policy questions of concern to families. The course will address a range of contemporary work and family issues. We will consider (1) the demographic, labor market, and policy trends affecting family income, family structure, family time, and family care; (2) conceptual frameworks and policy debates concerning the responsibility of government, corporate, and informal sectors in addressing work and family issues; and (3) specific policy and program responses in such areas as family leave, child care, work hours and flexibility, and income assistance. Throughout the course, we will consider the ideological, conceptual, and empirical basis for the issues we study. Although our primary focus will be on issues affecting low-income American families, relevant comparisons will be made throughout the course – cross-nationally, across race/ethnicity, and across income. This course fulfills the second course requirement for the Family Support sequence but all SSA students are welcome.

S. Lambert

43100. Dealing with Loss: Perspectives from Direct Practice to Agency Settings

This course will present a multi-systemic framework for exploration of: 1. the individual and family impact and recovery processes with the death of a loved one and other traumatic losses (e.g. separation/divorce, foster care/adoption, violence, community disaster, war-related); 2. a social worker’s challenges and opportunities for success in working within organizations that experience a multitude of grief, loss and death among client populations. Of all human experiences, death and loss pose the most painful challenges for adaptation and coping for clients and social workers alike.
We will first address terminal illness and end-of-life issues, including ethical decision-making dilemmas. We will then focus on bereavement and recovery processes, with application to a wide range of loss experiences. We will examine how risk factors and complicated loss can contribute to such dysfunctions as depression, relational distress, substance abuse, and child symptoms. In addition, we will identify and assess differences in the workplace in which grief, loss and death occurs and the challenges for social workers within such environments. With exploring the field of social work practice within settings such as hospitals, nursing homes, emergency rescue services, working with veterans, youth, those living with HIV/AIDS or cancer, the class will discuss the issues pertinent to worker burnout, separation of personal/professional issues, and managing transference/counter transference. Critical in this discussion will be the identification of methods and interventions pertinent to insure the success of social workers in working within such environments as well as strategies to best work with culturally diverse client populations.

Lectures will be supplemented by video and case illustrations, with application to students’ field and personal experiences.

M. Dentato

43212. Evidence-based Clinical Practice

This is a clinical practice course in which students will learn how to identify and implement evidence-based interventions for individuals of all ages, families, and groups. Additional topics will include common factors in therapy, psychotherapy integration, addressing organizational factors in implementation of EBP, and using manualized interventions in practice. Evidence-based interventions for a variety of disorders will be discussed during the second half of the course. SSAD 43212 will meet the requirement for the 1-term methods course.

Prerequisites: Students taking this course are expected to know how 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. It is recommended that students who have not taken the EBP-related section of SSAD 44501 (Clinical Research: Using Evidence in Clinical Decision Making) during autumn term, read and study Gibbs, L.E. (2003). Evidence-based Practice for the Helping Professions: A Practical Guide with Integrated Multimedia.

S. McCracken

43300. The Exceptional Child

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

M. Woolley
43612. Immigrant Families and Adolescents
This advanced HBSE class explores the multidimensional processes of immigrant adaptation, with a focus on the development of immigrant adolescence. A new generation of immigrant families and their children is the fastest growing and the most ethnically diverse population in the U.S. In addition, adolescence can be a difficult developmental period. Thus, the majority of adolescents of immigrants face multifold challenges of being adolescent, immigrant, and an ethnic minority. This class explores a variety of issues related to such challenges. We will study various levels of factors that influence the psychosocial outcomes of immigrant adolescents, including individual, familial, and social factors of adaptation. The role of culture as a context for children’s development will be discussed in relation to children’s identity development and parent’s cultural adaptation. Discussions include the development of bicultural competence among adolescents and the role of parental adaptation in facilitating such bicultural competence. Implications for practice and research will be discussed.
Y. Choi

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 lability, 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, roleplay 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 place 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. Prerequisite: 40403.

P. Holmes

43900. Disability: Medical, Ethical, and Psychosocial Issues
This course examines a broad range of topics relating to disability and society. We will study traditional medical models of illness as well as social and minority paradigm models that arose from the disability rights movement. We will examine
the impact of disability throughout the lifespan, review theories of adaptation, and discuss clinical practice concerns/interventions. Participants will have opportunities to study specific disabilities that interest them within the framework of the course. Social policy, disability-related entitlements, and recent legislation also will be covered, along with controversial disability ethics concerns such as physician-assisted suicide and health care rationing.

R. Brashler

44000. Loss, Recovery, and Resilience

Of all human experiences, death and loss pose the most painful challenges. Traumatic losses can contribute to depression, relational difficulties, substance abuse, and behavioral problems. This course presents a developmental systemic framework to understand the individual, family, and community impact of death and other disruptive losses (e.g., divorce; foster care; adoption; serious illness and disability; migration; job loss; ambiguous, unacknowledged, or stigmatized losses; suicide; homicide; major disaster; and war-related atrocities). Students examine variables in risk and resilience; loss of a parent, child, sibling, spouse, and other significant relationships at various life cycle stages; family roles, relationship dynamics, and multigenerational legacies; and sociocultural influences. A research-informed family resilience approach is applied to support key processes for healing and adaptation, with guidelines to assist individuals, couples, families, and communities with threatened loss, end-of-life dilemmas, recent bereavement, and long-term complications. Video and case illustrations are provided.

M. Pappas

44301. Psychodynamic Perspectives on Spirituality

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

A. Raney

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 Erikson 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.

S. Batten
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, goal attainment scaling (GAS) and other assessment instruments to monitor progress and outcome, and visual analysis of data graphs. Prerequisites: SSAD 30200 or faculty approval following research exam.
S. McCracken, T. Rzepnicki

44503. Clinical Research: Evaluating Intervention Outcomes
This course teaches the skills necessary to develop and use information and data relevant to evaluating one’s own clinical practice. The goal of this course is to help students develop a systematic and empirical (scientific) approach to social casework. The course is organized around specific clinical evaluation activities: comprehensive assessment, data collection, measurement, and visual analysis. The course will emphasize the use of single-subject research designs, such as the reversal and multiple-baseline. Students will learn how to collect, analyze, and interpret data. They will learn how to use research methods to assess the effectiveness of their interventions with individual clients. Prerequisites: SSAD 30200 or faculty approval following research exam.
J. Smagner

44505. Clinical Research: Integrating Evidence into Practice
This course teaches the skills necessary to identify, generate, evaluate, and apply practice relevant data. This course is designed to teach students how the process of evidence based practice (EBP) translates into diverse practice settings and develop their understanding of the current challenges and strategies for engaging in EBP. Students will increase their ability to systematically respond to demands for the use of evidence in social work practice. Students will gain practical skills in formulating answerable questions, searching for evidence through electronic search engines and other means, assessing current best evidence for both quality and fit with practice settings, and monitoring the implementation through a problem based learning approach. Prerequisites: SSAD 30200 or faculty approval following research exam.
J. Bellamy

44612. Organizations, Management, and Social Policy (Also PPHA 37401)
The public’s business is often performed by street-level bureaucracies, those public and private organizations directly responsible for policy delivery. This course examines how these complex organizations operate in a dynamic political environment and what that means for social policy. This course introduces students to alternative models for analyzing these types of organizations, using examples from a variety of social policy areas to assess organizational practices and management
strategies. The course explores how organizations influence the production of social policy as well as the broader relationship between citizen and state.

E. Brodkin

44700. Health Policy

This course is an in-depth look at contemporary health policy issues. We tackle four major health policy issues in the class. For each issue we examine the policy problem—providing some historical perspective on emergence of the issues—and consider various policy alternatives to address the problem. We analyze policy solutions according to their ability to improve health care access and quality and their ability to keep health care costs under control. We will also consider whether these programs are envisioned as part of a broader social entitlement package or as individual benefits.

C. Grogan

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

Early and mid-adolescence is a critical stage in the life course. Urban adolescents face special risks and often have fewer supports and opportunities to guide them through this critical period. As the 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. First, how are the education and developmental trajectories of adolescents shaped by their experiences in their families, schools, and communities as well as the interrelationships among these domains? Second, what are the special needs or issues that arise for adolescents who are from immigrant families, who are cultural, racial, or ethnic minorities, or who are from educationally and economically disadvantaged households? And third, how do we translate an understanding of the needs of adolescents and the conditions in families, communities, and schools that foster positive development into the design of policies and practice?

M. Roderick

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

45312. Urban Social Movements

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

W. Sites

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

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, 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 and W. Dale
45722. Reflective Social Work Practice
The goal of this course is to broaden and deepen students’ capacity to reflect on their practice of clinical social work — what they do, why they do it, and how it both reflects and affects who they are and what they believe about people’s struggles and how people change. Social work’s fundamental values and ethics, theoretical concepts and skills will provide the framework for the course. Individually, and in interaction with classmates, each student will consider his/her personal integration of social work’s core principles and how to anticipate the development of these concepts over a career. Various clinical theories and models of intervention will be examined for how they mesh with both social work’s and the students’ basic beliefs and perspectives. Particular attention will be paid to increasing students’ understanding of the impact of human diversity and the student’s use of self in clinical practice. Assignments and class discussion will focus on material from participants’ clinical experiences, interests and concerns. Limited to students in the Clinical Concentration or with consent of the instructor.
K. Mann

45900. Staff Development and Supervision: A Systems Approach
This course is presented from the perspective of a practitioner in the field and focuses on the day-to-day realities of developing a motivated and productive workforce in today’s complex environment. The value of clinical skills is highlighted throughout the course. Course content is relevant to students interested in direct practice, supervision, and administration. The course begins by establishing the broad framework for staff development: an assessment of an organization’s internal and external environment as it relates to staff development, and the relationship between organizational structure and staff development. The remainder of the course focuses on 5 critical areas to consider in developing an effective workforce: personnel administration, conflict management, team building, workforce diversity, and supervision. Students are expected to attend and participate in class discussions. The major assignment is an organizational analysis based on class discussions and reading material. Small groups are used throughout the course for discussions of case material and reflections on group process.
D. Simpson

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 policymakers. 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.
E. Dinata, D. Hass
46500. The Youth Gang Problem: Policy, Programs, and Research
This course uses available research and practice to examine the youth gang problem in urban, suburban, and rural communities, with special attention given to developing and implementing policy and programs at the community level that take into account the needs of a diverse community and individual young people. Students complete practical exercises to foster skills in the areas of problem assessment, program development, and grant preparation.
C. Kane

46600. Special Problems in Health Care Management
This course applies principles and methods from core courses to management problems that arise in a large managed care organization. The course considers problems of pricing, contracting, human resource management, quality assessment, ethics, and strategy. Students do extensive reading in the health care management field, complete case and problem set exercises, and attend administrative rounds in a major managed care organization. This course is required of all students in the Graduate Program in Health Administration and Policy. May be used to fulfill management distributional requirement in the Harris School. Prerequisite: GSBC 85600 or PPHA 46100 or SSAD 47500.
Staff

46700. Social Administration Seminar
This seminar explores the organizational aspects of social agencies, including the students’ field placement experiences. A major goal of the seminar is to help students develop an appreciation and understanding of the complex factors that affect organizational and worker effectiveness, service delivery patterns, and resource procurement and allocation. This is accomplished by applying diverse organizational theories and perspectives to the analysis of social service organizations. Topics include organization environment relations, organizational goals, power, structure and control, ideology and technology, and special topics.
J. Mosley, M. Sosin

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 policymaking, to policy implementation. It places these issues within the context of the changing dynamics of the welfare state, drawing on specific policy issues arising in the United States and other market democracies. Permission of instructor required for students from other departments.
E. Brodkin, W. Sites

47000. Nonprofit Organizations: Concepts and Practice
This course examines ways of dealing with some of the basic management issues that confront executive leaders of nonprofit organizations. Examples of issues that normally are covered include: organizing around missions, working with boards of directors, selecting a service or product mix, competing with other organizations, and
evaluating services. Maintaining a strong emphasis on human service organizations, class sessions consider such issues by assessing both theoretical literature about how nonprofit organizations behave and practical literature describing state-of-the-art managerial strategies. On most weeks, the course is centered around a class discussion that brings the managerial strategies to bear on a detailed case study.

M. Sosin

47101. Child Welfare: Practice & Policy

This course is intended to present an overview of child welfare practice. It begins with a description of the historical context for child welfare service, including the political and social conditions that have helped shape child welfare practice. Throughout the course, the impact of policy initiatives and research findings on practice will be highlighted. Discussion of the values and ethics inherent in child welfare will aim to identify and analyze critical concepts that guide practice. The course will move to a description of some of the major child welfare services and practice within each of these services. Emphasis will be placed on developing skills to critically analyze the context, issues, and constraints that shape child welfare practice.

A. Perez

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

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

This course is designed to engage participants in thinking about how transforming the traditional role and practices of school social workers can enable schools to enhance elementary-aged children’s academic and social development. It is organized around three essential questions: 1) How do schools (through structures, pedagogy, practices) serve to facilitate, as well as hinder, the positive academic, social, and emotional development of elementary school-aged children? 2) What is the role of school social work in enabling schools to better develop and support the developmental competencies of children? And, 3) What skills and knowledge are needed to transform the role of school social work in elementary school settings?

S. 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 experi-
enced at multiple levels—from public policy maker to direct service staff—thus this course emphasizes both micro- and macro-level concepts. The class materials will cover a range of concepts that are key to understanding market-driven management, including strategic management, strategic alliances, strategic planning, social entrepreneurship, needs assessments, market research, organizational development, marketing, and ethics. Case studies will be used, including examples from the lecturer’s national consultation practice. Guest speakers who have experience with strategic management and market driven social work and health care practices will share their expertise with the class.

J. Pyrce

47500. The Health Services System

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

Staff

47622. Community Development in International Perspective

“Community development” has different meanings in different contexts and at different points in time, but there are a number of theoretical orientations and principles of practice that are common across different community development frameworks, or that compete with each another for ascendance in different places and eras. This course will explore a range of theories that have informed community development practice internationally, and investigate them within the context of several case studies of community development approaches in both rural and urban settings and in both developing and industrialized contexts.

R. Chaskin

47712. Perspectives on Urban Poverty

This course provides an interdisciplinary introduction to various perspectives and philosophies that have dominated the discourse on urban poverty throughout history and into the contemporary present. The course is primarily concerned with the ways in which historical, cultural, political, racial, social, spatial/geographical, and economic forces have either shaped or been left out of contemporary debates on urban poverty. Of great importance, the course will evaluate competing knowledge systems and their respective implications in terms of the question of “what can be known” about urban poverty in the contexts of policy circles, social service intervention, and academic literature. We will critically analyze a wide body of literature seeking to theorize urban poverty, paying particular attention to the tradition of urban ethnography. Course readings span the disciplines of social welfare; sociology; anthropology; critical geography; history; and political science. Primacy will be granted to critical analysis of course readings, particularly with regard to the ways in which various knowledge systems create, sustain, and constrict meaning in reference to urban poverty.

R. Fairbanks
47801. Human Rights Perspective for Social Work Direct Practice
This course will explore the connections between the vision, values, and actions of human rights work and those of direct practice social work in both historical and contemporary times. The course will examine human rights through various lenses including war, torture, and access to health care, and will provide intellectual foundations and practical guidelines for forging a more rights-oriented social work practice.
Staff

48112. Community Organizing
This is a class about community organizing and how organizing brings about collective action. Through analysis of both historical and contemporary community organizing efforts, students will learn how organizing mobilizes people to gain power and influence over public policy and decision-making that directly impact them. Students will be introduced to different conceptual models of organizing, as well as how these models employ different theories of social change. The course emphasizes the “nuts-and-bolts” of organizing, ranging from strategic vision formulation to campaign development to one-on-one engagement. Students will have the opportunity to learn, discuss, and employ these different organizing skills and techniques through in-class exercises and group projects.
V. Parks

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.
R. Fairbanks

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 develop-
ment, 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.

V. Parks

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 policymakers and others; (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.

H. Hill, M. Roderick

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

Economic restructuring trends, such as globalization and the rise of the service economy (often labeled the “new economy”), have ushered in new forms of labor market inequality that adversely affect disadvantaged workers, especially immigrants, people of color, and women. This course explores these trends and their effects, focusing throughout on responses and challenges to these trends by actors at the community level. As such, this course deals largely with questions of local economic development from a jobs and worker perspective. Through readings, lectures, and class discussion, students will gain a working knowledge of recent regional economic and labor market trends with a specific focus on outcomes by race, ethnicity, and gender. Students will learn also to access, manipulate, and analyze basic regional economic and labor market data. This foundational knowledge will enable students to examine and analyze case studies that reflect different strategies for change—including workforce development initiatives, living wage campaigns, and unionization efforts—to better understand the possibilities and limitations of community-level approaches to redressing the inequalities of the “new economy.”

V. Parks

49012. Aging and Public Policy

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

C. Grogan
49112. Children, Families, and the Law
This course examines the impact of family and juvenile law on parents and children and its interaction with social work. The statutes, regulations, and case law that define the rights, responsibilities, and relationships of parents and children under our legal system will form the framework for the course. The course covers the public policies that have influenced recent changes in delinquency law and the law on abuse and neglect and that may lead to new legislation regarding custody, visitation, and parentage. In addition, the course considers the role of the social worker with respect to family and juvenile law as the provider of both direct services to children and families and guidance to the courts; and as an advocate for laws to promote the interests of parents and children.
H. Snyder

49412. Nonprofit Organizations and Advocacy for Social Change
Social change activists often form nonprofit organizations to help accomplish their goals, while managers of human service nonprofits often desire to create social change as well as help individuals. As a result, nonprofit organizations of all kinds play a large and growing role in promoting and shaping social change, at both the policy and community level. This course explores theory and practice relating to nonprofit organizations in their role as political and community actors, and is intended for students who are interested in the interface between nonprofit management and social change activism. The course will review both top down and bottom up methods of social change from the perspective of a nonprofit manager, exploring the benefits, challenges, and implications of a variety of strategies, with a primary focus on policy advocacy in human service nonprofits. Overall, the course will include a mix of practical management-related skill-building, and discussion and study of relevant theory from the organizational and social movement literatures.
J. Mosley (not offered in 2009-10)

49600. Financial Management for Nonprofit 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 will cover a variety of related economic and financial concepts to help prepare managers in social service and other nonprofit organizations 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. Lickfelt
49701. Administrative Methods

This course provides a condensed introduction to the challenges of organizational management. With a primary emphasis on internal management issues including legal structure and governance, funding, accountability systems, and human resources, this course serves as a complement to SSAD 47300 Strategic Management: External Factors, as well as other management-related courses. The course provides students with a conceptual framework for understanding the management function and promotes the development of specific skills necessary to critically evaluate and purposefully select among different management strategies. Students’ past organizational and current field placement experiences are integral to the course assignments and class discussions. Given the multiple career pathways to management roles in social services, this course is designed to support both clinical practice and social administration students in their career-long exploration of the challenges of organizational management.

S. Lane

49812. Community Organization: Historical Contexts and Current Challenges

This course offers a selective examination of community-based approaches to urban problems in the United States. Community organization has occupied an important, if sometimes hard-to-specify, position within social work and within urban activism more broadly. Its original conception of social organization and disorganization was drawn primarily from the Progressive Era settlement house and the sociological theories of the emerging Chicago School of the 1920s, but the field has been repeatedly redefined by subsequent events and innovators, especially the organizing theories of Saul Alinsky, the social movements of the 1960s, and the growth of the community-development sector over the final decades of the twentieth century. In recent decades, community organization has come to be viewed as a multiple-paradigm field in which each of the basic models—social planning/research, social-action community organizing, and community development—has been pushed and pulled in various directions. Combining historical readings with more recent articles on community-based strategies inspired by these early examples, we will attempt to understand the various models both as historical responses to the particular conditions of the American city and as innovative approaches that continue to inform recent forms of community action. The course assumes a basic knowledge of traditional community approaches (such as might be gained from SSAD 48300 Theories and Strategies of Community Change) and, from this basis, seeks to deepen students’ understanding of the evolving relationship between the broader political economy, the socio-spatial organization of the city, and the changing opportunities for community-oriented action by marginalized urban groups.

W. Sites

49900. Individual Readings and Research

Staff

60200. Spirituality and Social Work Practice

This course examines the experience and the role of spirituality and religious traditions in clinical social work practice with client systems. The course considers the spiritual and religious contexts shaping assessment and intervention processes in
clinical social work services and examines the ways that faith traditions and spiritual experiences shape clients’ and professionals’ lives, and the points of connection they form with the delivery of clinical social work services. Rather than overviewing specific religious belief systems per se, this course will primarily be 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.

N. Guterman

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

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 U.S. and compares its responses to those of other countries. This examination includes consideration of the relationship between politics and policymaking, 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 policymaking and practice.

E. Brodkin

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. Prerequisite SSAD 41700.

K. Underwood

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 presentation 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

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. Johnson

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 race operates 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.

C. Payne

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

61600. Strategies for Working with Infants, Toddlers, and their Parents
This course introduces students to basic principles of early child development and to the assessment of developmental delay, disability, mental health problems in young children. Students will explore family-centered, child sensitive services in which professionals and families collaborate to support the family, the parent-child relationship, and infant and toddler development. Although the course will introduce theory and research on relationship-building strategies and reflective practice, the emphasis is on students applying what they are learning. The course provides educational experiences that can be used toward early intervention credentialing.

V. Bernstein

61700. Group Work with Children
This course provides the essential elements of group work with children and adolescents. Group work in its various settings, including schools, community clinics, and residential treatment centers, will be examined. Students will explore a variety of groups for children and adolescents. The course will cover all stages of group work, from screening and selection of participants through to methods and tools for assessing the successfulness of the group. Class members will spend time in simulated group situations, solving a variety of problems that can arise in group work with children and adolescents. Students will learn developmentally-appropriate techniques and activities to engage children and adolescents. This course employs some lecture, some group work (in class only), as well as class discussion. Students will develop skills and materials that they can bring to the workplace.

S. Ben-Shahar

61900. Place, Poverty, and Social Policy
This course is designed to help students explore the relationship between place, poverty, and the administration of social policies or programs in urban and rural communities today. The landscape of poverty in America has changed substantially in recent years: there are more poor people numerically in suburbs than in central cities today; poverty rates are rising at a faster rate in non-urban areas than in urban places; concentrated poverty has been declining in many central cities. This changing geography of poverty poses challenges for agencies and community leaders seeking to improve economic and personal well-being among disadvantaged populations. In particular, place affects the types of needs that emerge in high-poverty communities and the administration of social welfare programs in those communities. By better understanding how place shapes poverty, well-being, and social service provision, students will be better administrators, researchers, and advocates.

S. Allard
62200. Social and Emotional Aspects of Child Development
This course will provide a foundation for understanding, assessing, and working with children who have common childhood social, emotional, and behavioral issues. The course will begin by reviewing essential theories of child development and current systems of care for children. Students will study a variety of tools for assessing children’s social and emotional issues, including ecomaps, functional behavior analyses, genograms, adaptive behavior scales, social developmental studies, and standardized measures. The majority of the course will focus on research-supported interventions for common social, emotional, and behavioral issues in childhood, including grief, trauma, depression, anxiety, inattentiveness, behavior issues, eating and sleeping issues, pervasive developmental disorders, learning issues, and medical issues. The course will also emphasize the role of prevention, including building children’s overall resiliency through the development of protective and promotive factors.
E. Leyba

62300. Theoretical Foundations of Social Group Work
This course will examine the knowledge base underlying effective social work practice with different types of groups. In addition to drawing on theories which inform practice with individuals and families – systems, psychodynamic, and learning theories – group work utilizes knowledge from field theory, social exchange theory, and social science research into small group dynamics. As these theories are reviewed the practical application of this knowledge will be demonstrated through case discussion, observation, experiential learning, and selected course assignments.
A. Bergart

62400. Community Ethnography
Broadly defined, community-based research is research conducted both within and about a community. However, what constitutes a community is difficult to delimit, a problem addressed in the first part of this course. Through readings, discussions, and “hands-on” activities, we will find that how one defines community has much to do with how one approaches the research process. In this course, we will focus on ethnographic and historical methods of community-based research. Students will learn about the philosophy behind these modes of inquiry and acquire some of concrete skills necessary to conduct this kind of work. In professional fields like social work, community-based researchers often seek to combine research and intervention to enhance some aspect of community life. Furthermore, community-based research is generally approached as a distinctly collaborative undertaking in which university and community constituencies share expertise, skills, and resources. Community-based and “traditional” social science researchers, therefore, tend to have different visions of the researcher’s roles and relationships, of the community as a “subject” of research, and of the research process as a whole. Students will critically explore these differences over the course of the term.
S. Carr
62500. Social Work with LGBT Clients

For many years, social work with lesbian-gay-bisexual-transgender (LGBT) clients has been understood as a highly specialized area of practice, limited to settings founded by the LGBT community and staffed by individuals with a deep commitment to working with this population. However, many LGBT clients are served by helping professionals in a wide array of practice sites extending far beyond the narrow confines of a single urban neighborhood. This reality poses many challenges for the field. All too often, the sexual identities of clients are not taken into consideration and when they are, it is assumed to be heterosexual. Similarly, notions of gender are restricted to a rigidly binary construct that does not reflect the complexity of transgender experience. In order to work effectively with these clients, social workers must develop and utilize paradigms which assume LGBT individuals are represented within their respective target population—whether they identify as such or not.

This course is designed to help social workers understand the harmful reductionism of heterosexist beliefs, recognize and confront their own collusion with this phenomenon and develop greater levels of comfort and competency in working with LGBT clients across a broad range of practice settings.

J. McVicker

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

50512. Approaches to Clinical Ethnography

A description of this course will be available in the Deputy Dean’s office after September 1, 2009

S. Carr

51912. Sociological Foundations of Community and Community Intervention

This course is designed to provide doctoral students with an introduction to some of the foundational sociological theories pertaining to our understanding of “community.” This includes conceptual orientations to what community is, how it functions, the forces and processes that shape its development, the dynamics of community change, and what it may provide as a basis for social action and planned intervention. In addition, students will consider the ways in which different theoretical perspectives inform (or should inform) the design and implementation of some particular examples of community intervention that are focused on rather different social problems. The course will focus on teasing out some of the common and divergent claims about what ‘community’ is and provides as framed by sociological theory, how particular theoretical perspectives may be applied across different kinds of interventions, and how one might investigate particular questions about community and community intervention. It will also explore the relative value of a focus on community as an organizing principle for addressing different types
of social problems, and the possibilities and limitations of such an orientation for guiding social policy and social welfare practice.

R. Chaskin

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

53012. Conceptual Foundations of Individual Change
A description of this course will be available in the Deputy Dean’s office after September 1, 2009

M. Woolley

53500. Dissertation Proposal Seminar
This seminar consists of 15 two-hour sessions and is a working forum for students to explore with the instructor and their peers the process of initiating doctoral research. Beginning with the statement of a research question, students will produce successively more complete documents, leading to full proposals. A three-person faculty committee will be appointed for each student in the sixth week of class to provide feedback on the work as it progresses. The course schedule will be established at the first session.

S. Lambert

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

Y. Choi

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

Y. Choi

54300. Qualitative Research Methods
This seminar is designed for doctoral students interested in using qualitative methods for social work research. The seminar introduces students to the social science and social work literature which provides the theoretical and/or conceptual underpinnings for qualitative research, focusing initially on philosophical/theoretical foundations and the researcher’s role. The seminar familiarizes students with the processes of collecting, analyzing, and presenting selected qualitative data and conceptualizing research proposals using selected methods of qualitative inquiry. This course is
not designed to train students in any specific qualitative methodology. Discussions of readings and students’ research experiences assist students in developing self-reflective, critical thinking skills.  

W. Johnson (not offered in 2009-10)

54900. Research Methods for Social Work

This course helps prepare doctoral students to design research that contributes to both theory and practice. The course is organized around three key types of validity (internal, measurement, and external) that are critical to conducting high quality research, regardless of research method. Topics include middle-range theory, linking theory and data, measuring theoretical constructs, the logic of causal analysis, model specification, field experimentation, multiple indicator models, and sample selection bias. One goal of the course is to give students insight into the challenges researchers face as they apply social science theory to real-world problems and settings. Another goal is to introduce students to a range of options for meeting these challenges.  

S. Lambert (not offered in 2009-10)

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

H. Pollack

55900. Analyzing Human Service Organizations

This course examines some approaches to the study of the organization of human services. To do so, it reviews some of the classic general theories of organizations and attempts to bridge ties between these theories and literature on both the organization of the human services and specific issues in the human services. The course more broadly explores various approaches to using theory in research, focusing on potential ways in which research about human service organizations might be carefully constructed around fairly general theories or derivations of those theories. The course also explores some of the steps needed in moving from theory to hypothesis to the use of data. Prerequisite: Doctoral Program enrollment.  

M. Sosin (not offered in 2009-10)

56000. Seminar on Social Policy

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

C. Grogan

56200. Seminar on Urban Politics and Community Action

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

W. Sites (not offered in 2009-10)

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

56600. Theory in Research

This course is designed to introduce doctoral students to theorization and its role in the research process. The emphasis in the course will be on understanding the fundamental challenges posed by social-scientific investigation and their relevance to conducting research on policy and practice. Cutting across 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

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.

J. Marsh

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

59900. Individual Readings and Research

Staff
The University of Chicago

Faculty

The following includes a selection of faculty publications. For more information, please contact the school.

School of Social Service Administration

ALLARD, SCOTT W. Associate Professor. B.A., Minnesota; Ph.D., Michigan. Fields of Special Interest: welfare policy and reform; poverty and inequality. Selected publications:


BELLAMY, JENNIFER L. (née Vick). Assistant Professor. B.A., M.S.W., Texas; Ph.D., Columbia. Fields of Special Interest: mental health services; child welfare; evidence-based practice; fathering. Selected publications:


BORDEN, WILLIAM. 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 M. 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: primary and secondary adolescent pregnancy prevention; unplanned pregnancy among young adults; HIV and STI prevention; family-based interventions, health disparity research; evidence-based practice. Selected publications:


BRODKIN, EVELYN Z. 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:


CARR, E. SUMMERSON. Assistant 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; gender and sexuality; qualitative methods; personhood; semiotics and sociolinguistics. Selected publications:


CHASKIN, ROBERT J. Associate Professor, B.S., Northwestern; A.M., Ph.D., Chicago. Fields of Special Interest: community organizing and development; community social organization; comprehensive community initiatives; youth development; associations and nonprofits; philanthropy and social change; research application and evaluation; cross-national research. Selected publications:


CHOI, YOONSUN. 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:


ENGSTROM, MALITTA. Assistant Professor. A.B., Brown; M.S., M.Phil., Ph.D., Columbia. Fields of Special Interest: women and families affected by substance use problems and co-occurring concerns, such as trauma, physical and mental health problems, and incarceration; multigenerational social work practice with families; grandparents caring for grandchildren; linking research and practice; advanced quantitative methods. Selected publications:


**FAIRBANKS, ROBERT P., II.** Assistant Professor. B.A., Boston; M.S.W., Vermont; Ph.D., Pennsylvania. Fields of Special Interest: urban ethnography; urban studies; history and philosophy of the welfare state; critical social welfare policy analysis. Selected publications:


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


GUTERMAN, NEIL B. Mose and Sylvia Firestone Professor. 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:


Ha, JUNG-HWA. Assistant Professor. B.A., Seoul National University; M.S.W., M.A., Ph.D., Michigan. Fields of Special Interest: aging and the life course; social and behavioral determinants of health and mental health; social support; stress and coping; productive aging. Selected publications:


HANS, SYDNEY L. 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. 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:


HILL, HEATHER D. Assistant Professor. B.A., Washington; M.P.P., Michigan; Ph.D., Northwestern. Fields of Special Interest: poverty and inequality; welfare policy; low-wage employment; early childhood development; family demography. Selected publications:


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


JOHNSON, WALDO E., JR. 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:


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


LUDWIG, JENS. McCormick Foundation Professor. B.A., Rutgers; Ph.D., Duke. Fields of Special Interest: urban poverty, education, crime, and housing. Selected publications:


MARSH, JEANNE C. George Herbert Jones Distinguished Service Professor and Dean. 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:


**Mccracken, Stanley G.** 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; dissemination and implementation of evidence-based practice. Selected publications:


MOSLEY, JENNIFER E. Assistant Professor. B.A., Reed; M.S.W., Ph.D., California–Los Angeles. Fields of Special Interest: nonprofit and human service organizations; policy advocacy and lobbying; government-nonprofit relations; civic engagement; policy formulation & implementation; philanthropy.

Mosley, J.E. Accepted for Publication. “Organizational Resources and Environmental Incentives: Understanding the Policy Advocacy Involvement of Human Service Nonprofits.” Social Service Review.


NORTON, DOLORES G. Samuel Deutsch Professor Emerita. A.B., Temple; M.S.S., Ph.D., Bryn Mawr. Fields of Special Interest: ecology of human development; early environment related to social, cognitive, and temporal developmental outcomes and academic achievement of children in high-risk urban environments; education for family support. Selected publications:


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


PAYNE, CHARLES M. Frank P. Hixson 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.** Professor. B.S.E., Princeton; M.P.P., Ph.D., Harvard. Fields of Special Interest: HIV and hepatitis prevention efforts for injection drug users; drug abuse and dependence among welfare recipients and pregnant women; infant mortality prevention; child health. Selected publications:


RODERICK, MELISSA. 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:


RZEPNICKI, TINA L. 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:


SAMUELS, GINA M. Assistant 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:


Samuels, G. M. In press. Ambiguous loss of home: The experience of familial (im)permanence among young adults with foster care backgrounds, Children & Youth Services Review.


Samuels, G.M. 2008. A Reason, a Season, or a Lifetime: Relational permanence among young adults with foster care backgrounds. The University of Chicago: Chapin Hall.


SITES, WILLIAM. 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:


SOSIN, MICHAEL R. Emily Klein Gidwitz Professor and Editor of Social Service Review. A.B., Chicago; M.S.W., A.M., Ph.D., Michigan. Fields of Special Interest: social welfare institutions and agencies; social policy; social administration; urban poverty; and homelessness; substance abuse services. Selected publications:


TEIGISER, KAREN S. Senior Lecturer and Deputy Dean for the Curriculum. S.B., Allegheny College; A.M., Chicago. Fields of Special Interest: clinical work with children; curriculum design and evaluation. Selected publications:


VOISIN, DEXTER R. Associate 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:


WOOLLEY, MICHAEL E. Assistant Professor. B.S., M.S.W., Virginia Commonwealth; Ph.D., North Carolina. Fields of Special Interest: Social environment risk and protective factors impacting school success; development of self-report assessment instruments for practice and research with children; cognitive aspects of child and youth self-report.

Selected publications:


ASSOCIATES

ADJUNCT INSTRUCTIONAL STAFF 2009-10

Lynn Anderson
Donna Baptiste
Mary Jo Barrett
Steven Batten
Ann Bergart
Victor Bernstein
Rebecca Brashler
Don Catherall
Sarah Clarke
William Dale
Michael Dentato
Erna Dinata
Sharon Dornberg-Lee
Debra Hass
E. Paul Holmes
Sandi Johnson
Candice Kane
Jiyoung Kim
Shaun Lane
Jeff Levy
Erin Leyba
Sarah Lickfelt

Sybil Madison-Boyd
Kitty Mann
Noriko Martinez
Susan McCracken
Jason McVicker
Joan Palmer
Mary Pappas
Shipra Parikh
Alfred Perez
Scott Petersen
Deborah Puntenney
Janice Pyrce
Ann Raney
Scott Harms Rose
Ben Roth
Dave Simpson
John Smagner
Helene Snyder
Allyse Sturdivant
Kelli Underwood
Rick Volden

CORE FIELD CONSULTANTS 2009-2010

TBD (EEP Program)
Elizabeth Browning
Joanne Flom
Diane Hermanek

Jason McVicker
Laura M. Orogun
Annie Rosenthal
Stefanie Adess

SOCIAL ADMINISTRATION FIELD CONSULTANTS 2009-2010

Teresa Cortas
Natalie Tilghman
Anne VanderWeele

CLINICAL FIELD CONSULTANTS 2009-2010

Maggie Gibbs
Cynthianna Hahn
Bharathi Jayaram
Courtney Peterson
April Porter
Jessica Pawlowski (EEP Program)
FIELD AGENCIES AND FIELD INSTRUCTORS 2009-2010

Access Community Health Clinic-Grand Boulevard Family Health Center, James Cosenza
Access Community Health Network—EEP, Tony Hollenback
Access Community Health Network—EEP, Eileen Taflan
Advocate Illinois Masonic Medical Center-Department of Psychiatry Inpatient Unit, Joel Gratch
Advocate Lutheran General Hospital, Jeri Srur-Kwaak
Advocate Lutheran General Older Adult Patient Resource Center, Edythe Hirasawa
Aging Care Connections, Louise Starmann
AIDS Foundation of Chicago (The), Doris Green
Albany Park Community Center- Clinical, Kathy Maher
Alexian Brothers Behavioral Health Hospital, Kathleen Fader
Alternatives, Inc., John Codd
Alternatives, Inc., Carmen Curet
Alternatives, Inc., Bharathi Jayaram
Alternatives, Inc., Zachary Korotko
American Friends Service Committee, Michael McConnell
American Indian Center, Kathleen Strangeman
American Medical Association-Aging and Community Health, Cheryl Irmiter
Apna Ghar, Sanjna Das
Ark (The), Steve Zeisel
Asian Human Services, Inc., Kate Goetz
Association House of Chicago, Tony Salaam
Bernard Zell Anshe Emet Day School, Karen Daiter
Bethesda Home and Retirement Center, Melissa Zeman
Camp of Dreams, Carrie Newton
Camp of Dreams, Carrie Newton
Casa Central, Heather Stewart LCSW
Catholic Charities- Non Residential Children and Youth Services, Connie Shapiro
Center for Community Advocacy, Geraldine Davidson
Center for Contextual Change, Kelli Underwood
Center for Family Services, Dana Pavlu
Center for Law and Social Work, Amy Carnow
Center for New Horizons -Family Services, Shanquinnell Bullock
Center for Tax and Budget Accountability (formerly Work, Welfare, & Families Coalition), Heather O’Donnell
Center on Halsted- First Year, Timothy Bechtel
Center on Halsted- First Year, Timothy Bechtel
Chicago Alliance Against Sexual Exploitation, Rachel Durchslag
Chicago Area Project, Edith Crigler
Chicago Child Care Society (Administration), Adam Avrushin
Chicago Child Care Society (Clinical), Curt Holderfield
Chicago Child Care Society (Clinical), Robin Knight
Chicago Child Care Society- Teen Parent Initiative, Jessica Carrillo
Chicago Child Care Society- Teen Parent Initiative, Paulette Freed
Chicago Child Care Society- Teen Parent Initiative, Robin Knight
Chicago Child Care Society: Next Step Program--EEP cluster, Diane Deaderick
Chicago Children's Advocacy Center, Alle Levi
Chicago Coalition for the Homeless, Andrea Hall
Chicago Coalition for the Homeless, Eithne McMenamin
Chicago Fair Trade, Nancy Jones
Chicago Foundation for Women, Shelley Davis
Chicago Girls Coalition, Lesley Kennedy
Chicago Global Donors Network, Dale Asis
Chicago House, Jacqueline Williams
Chicago House, Susan Zeigler
Chicago Jobs with Justice, James Thindwa
Chicago Mayor’s Office for People with Disabilities, Fran Learnahan
Chicago Public Schools - Department of Postsecondary Education, Jon Schmidt
Chicago Public Schools – Kenwood, Pam Widell
Chicago Public Schools - ORR School Based Health Center, Kevin Jackson
Chicago Public Schools -Type 73 Placements, Emily Cambry
Chicago Public Schools -Type 73 Placements, Marla Vender
Chicago Read Mental Health Center, Mickey Bowlan
Chicago Read Mental Health Center, Patricia Hudson
Chicago Read Mental Health Center, Ben Miller
Chicago Women’s Health Center, Bess Hart
Childcare Network of Evanston, Laura Orogun
Children’s Home & Aid Society - Ecuentro/Bridges Program, Marlene Abiodun
Children’s Memorial Hospital, Sergio Grajeda
Children’s Memorial Hospital, Sandra Rubovits
Children’s Memorial Hospital - Child & Adolescent Psychiatry, Courtney Bledsoe
Children’s Memorial Hospital - Child & Adolescent Psychiatry, Gene Liebler
Children’s Memorial Hospital - Child & Adolescent Psychiatry, Keith V. Wallace
Children’s Research Triangle, Amy Groessl
ChildServ – Chicago, Tita Yutuc
Christ the King Jesuit College Preparatory School, Brendan Conroy
Christopher House, Vanessa Canedo
Cicero Elementary School District #99, Tiffany Jones
Cicero Family Service, Lisa Couser
City of Evanston Department of Health and Human Services-Evanston Commission on Aging, Nancy Flowers
Community Support Services, Inc., Kaye Masters
Community Support Services, Inc., Rocio Perez
Cook County State’s Attorney’s Office, Lori Hunsaker-Smith
Corazon Community Services, Adam Alonso
Counseling Center of Lakeview 21st Century Seniors Program (Older Adults Program), Doreen Frymire-Bonaldi
Deborah’s Place, Eleni Marsh
Department of Children and Family Services-Office of the Inspector General, Patricia Moncada
DHFS Office of Inspector General: Office of Evaluation and Inspection, Ann Maxwell
DuPage County Human Services - Senior Services, Tara Culotta
Edward Hines, Jr. VA Hospital, Jason Mask
Edward Hines, Jr. VA Hospital, Jane Plonka
Edward Hines, Jr. VA Hospital, Robert Smith
Elam Davies Social Service Center - (Fourth Presbyterian Church), Kathleen McKenzie
Employee Resource Systems, Andrea Finnegan
Erie Neighborhood House - 1st year—EEP, Theresa Valach
Erie-Henson School Based Health Center (Erie Family Health Center), Sandra Rigsbee
Esperanza Community Services, Sally Scheib
Evanston Township High School, Cristina Cortesi
Evanston Township High School, Anthony King
Evanston Township High School, Martha Zarate-Ortega
Evanston/Skokie School District 65, Celeste Soden
Evanston/Skokie Valley Senior Services, Rose Price
Ezra Multi Service Center, Phyllis Shadwick
Family and Youth Services Bureau (FYSB), Ann Baas
Family Counseling Institute, Cathy Smith Gilham
Family Rescue, Jennifer Greene
Family Rescue Community Outreach Program, Daviel Thomas
Family Service & Mental Health Center, Christopher Fox
Family Service & Mental Health Center, Charley Lerner
Federation for Community Schools, Melissa Trumbull
Gateway Foundation – Aurora, Tracy Griffin Collander
Gateway Foundation - Life Skills Treatment and Recovery, Jennifer Jenks
Generations Community Development Corporation, Deborah Young
Glenbrook High Schools, David Hartman
Glenbrook High Schools, Sue Nadel
Goodwin Elementary School-Cicero District Schools, Tiffany Jones
Grand Boulevard Federation - Education Initiative, Andrea Lee
Greater Chicago Food Depository, DonElla Bradford
Greater Chicago Food Depository, Alicia Huguelet
Greater Chicago Food Depository, Jamie Stanesa
Hanover Township Youth and Family Services, Suellen Shively-Mack
Heartland Alliance- Chicago Health Outreach, Kelly Jones
Heartland Alliance- Community and Treatment Services Department (formerly Rafael Center), Betsy Bowen
Heartland Alliance- Community and Treatment Services Department (formerly Rafael Center), Gregory Lee
Heartland Alliance- Mid America Institute on Poverty, Kimberly Drew
Heartland Alliance- Mid America Institute on Poverty, Doug Schenkelberg
Heartland Health Outreach - ACT Program, Scott Petersen
Heartland Health Outreach - Psychosocial Rehabilitation, Kelly Jones
Heartland Health Outreach - Psychosocial Rehabilitation, Scott Petersen
Heartland Health Outreach - Psychosocial Rehabilitation, Thad Rydberg
Horizon Hospice, Inc., Zayda Stewart
Housing Opportunities and Maintenance for the Elderly (HOME), Janet Takehara
Housing Opportunities and Maintenance for the Elderly (HOME)- Dev & Dir, Utica Gray
Housing Opportunities and Maintenance for the Elderly (HOME)- Home Again Program, Leighann Bode
Housing Opportunities and Maintenance for the Elderly (HOME)- Housing on Rosemont, Caren Arden-Tabani
Housing Opportunities and Maintenance for the Elderly (HOME)- Nathalie Salmon House, Judi Gootjes
Housing Opportunities and Maintenance for the Elderly (HOME)- Nathalie Salmon House, Bonnie Wehrle
Howard Brown Health Center, Lara Brooks
Howard Brown Health Center - Broadway Youth Center, Joe Hollendoner
Illinois Caucus for Adolescent Health, Jonathan Stacks
Illinois Department of Corrections - Parole & Office of the Coord for Sex Offender Services, Michael Gold
Illinois Department on Aging, Janice Cichowlas
Illinois Education Foundation, Eric Davis
Illinois Hunger Coalition, Diane Doherty
Illinois Mentor, Panola Russell
Illinois Mentor, Tonie White
Immigrant Child Advocacy Center at the University of Chicago Law School, Maria Woltjen
Infant Welfare Society of Evanston, Christina LePage
Inspiration Café, Shannon Stewart
Interfaith House, Pamela Kerr
Jane Addams Hull House- Domestic Violence Court Advocacy Program, Theresa Zito
Jewish Child & Family Services (JCFS), Charlotte Mallon
Jewish Child & Family Services of Skokie- Northern Suburban Counseling Center-Children’s Dept., Wendy Zimberoff
Jewish Child and Family Services - Therapeutic Day School, Naomi Love
Jones College Prep – Admin, Matthew Curtis
Jones College Prep – Clinical, Sarah Hazan
Juvenile Protective Association, Colette Molloy
Kids Hope United (formerly: Central Baptist Family Service), Cathy Gilham
Kindred Hospital Chicago North, Sandra Friedman
La Casa Norte, Laura Bass
La Casa Norte, Steve Zupin
La Rabida Children’s Hospital & Research Center, Ann Holman
Lawndale Christian Health Center, Lisa Doot
Lawrence Hall Youth Services, Orson Morrison
Lawyer’s Committee for Better Housing, Paul Beals
Legal Assistance Foundation of Metropolitan Chicago, Andrya Soprych
Lincoln Park Community Shelter, Erin Ryan
Lincoln Park Community Shelter, Erin Ryan
Little Brothers - Friends of the Elderly, Amy Blue
Little Friends, Inc. - Family Outreach, Kary Pekarek
Live Oak, Inc., Carolyn Schneider
Living Room Café of Inspiration Corporation, Shannon Stewart
Logan Square Neighborhood Association (LSNA), Susan Adler Yanun
Lutheran Child and Family Services - Lutherbrook Academy, Russell Getz
Lutheran Social Services of IL-Project H.O.P.E., Kenneth Hallas
Maine East High School, Marianne Protes
Mandeville Child Care and Family Services, Katie Bogacki
Marquette Elementary, Lisa Maggiore
Maryville Academy, Sandra Braine
McGaw YMCA, Susan Sowle
McKenzie School/Wilmette District 39, Nadine Ibrahim
Mental Health America of Illinois, Carol Wozniewski
Mercy Home for Boys and Girls, Bryce Brooks
Metropolitan Family Services- Evaluation and Training Department, John Ridings
Metropolitan Family Services- Midway, Child and Adolescent Mental Health, Heather Flett
Misericordia Homes, Gloria Salmeron
Morton School Based Health Center, Maria Castillo
National Alliance of Latin American and Caribbean Communities (NALACC), Carlos Fernandez
Neighbors at Work- CEDA, Patricia Vance
New Trier High School, Diane English
Nia Comprehensive Center for Developmental Disabilities, Cindy Gradle
Niles Central Niles Township High School District 219, Joy Cheng
Niles Central Niles Township High School District 219, Kirby Doonan
Niles Family Service, Bev Wessels
Niles North High School, Lauren Locallo
Niles West High School, Monica Weitzel
North Lawndale College Preparatory High School, Darryl Baker
North Shore Senior Center-House of Welcome Adult Day Services, Mary Lu Osterberg
NorthShore -Evanston Perinatal Family Support Center, Diane Levin
NorthShore Highland Park Hospital - Adolescent Day Program, Marcella Bicoff
Northwest CASA (Center Against Sexual Assault), Jim Huenink
Northwestern Memorial Hospital - Department of Case Management (Clinical), Barbara Joan Boudette
Northwestern Memorial Hospital - Department of Case Management (Clinical), Kristen Huber
Northwestern Memorial Hospital - Stone Institute Acute Inpatient Treatment, Allyson Coppin
Northwestern Memorial Hospital - Stone Institute Acute Inpatient Treatment, Robyne Luzietti
Northwestern Memorial Hospital - Warren Wright Adolescent Center, Kevin Murphy
Northwestern School of Law - Child and Family Justice Center (Bluhm Legal Clinic), Monica Mahan
Northwestern University Parkinson's Disease and Movement Disorders Center, National Parkinson Foundation Center of Excellence, Diane Breslow
Northwestern University Women’s Center, Susan Bowker
Nursync LLC, Brad Helfand
Oak Forest Hospital of Cook County, Christine Sabbia
Oak Park Public Schools - District 97, Carolyn Doyle
Outpatient Prevention Fund (The), Rashanda Perryman
Outpatient Senior Health Center of U of Chicago (aka Windermere Health Center), Jeffrey (Jeff) Solotoroff
Paul Revere Elementary School (First Year), Tuwana Wingfield
Paul Revere Elementary/Comer Science & Education Foundation (Community Schools) – Clinical, Chiquita Agusto
Perspectives. Ltd., Paul Fitzgerald
Pillars (also known as Fillmore Center for Human Services), David McDoniel
Pillars (also known as Fillmore Center for Human Services), Anna Padron Sikora
Pillars (also known as Fillmore Center for Human Services), Heather Stewart
Pilsen Little Village Community Mental Health Center - Intensive Case Management, Patty Perez
Pilsen Little Village Community Mental Health Center - Outpatient Program, Joyce Alvarado
PLOWS Council on Aging, Riki Kauffman
PLOWS Council on Aging, Rebecca Lerfelt
Polk Bros. Foundation, Evette Cardona
Porter-Starke Services, Inc., Sandy Carlson
Presbyterian Homes, Ann Censotti
Presbyterian Homes, Claudia Dancing
Prevent Child Abuse America, Ben Tanzer
Quadel Consulting, Amy Ginger
Rape Victim Advocates, LaShanda Nalls
Rehabilitation Institute of Chicago – Inpatient, Joanne Garces
Response Center- medical unit, Jennifer Goldstein
Resurrection Behavioral Health, Donald Pinkston
Retirement Research Foundation, Nancy Zweibel
River Forest Public Schools - District 90, Esther Brodsky
Rogers Park Child and Adolescent Services Program/Lakeview Counseling Center, John Sykes
Rush University Medical Center - Older Adults Program-Bowman Center, Madeline Rooney
Salvation Army Family and Community Services - Midway Office, Kayleen Ruthberg
Sarah’s Circle, Jill Spooner
School of the Arts at South Shore Campus-CPS, Anna-Marie DiPasquale
Schwab Rehab Hospital, Kristin Balfanz-Vertiz
Scouting Network Community Committee, Tony Bell
SGA Youth and Family Services (Scholarship and Guidance Association), Rebecca Davis
SGA Youth and Family Services (Scholarship and Guidance Association), Amanda McMillen
SGA Youth and Family Services (Scholarship and Guidance Association), Kori McMillion
SGA Youth and Family Services (Scholarship and Guidance Association), Miriam Torrado

Shore Community Services (Shore Homes), Kate Jesko

Skokie School District 73 1/2, Jennifer Gregg

Sonia Shankman Orthogenic School, Kristin Friesen

South Central Community Services, Inc. – CAYIT, Carey Wright

Southwest Youth Collaborative, Camille Williamson

Southwest Youth Collaborative, Camille Williamson

Specialized Assistance Services (Formerly Substance Abuse Services, Inc./SASI), Angela Fadragas

St. Procopius Grade School, Sean O’Sullivan

St. Vincent DePaul Center, Chris Kuck

Stepping Up Rehab Services, Jeff Sholemson

Stroger Hospital of Cook County - Fantus Clnic, Dennis Chevalier

Stroger Hospital of Cook County - Fantus Clnic, Joslyn Watson-Jelinek

Sullivan House - Community Center (Delinquency Prevention, Teen REACH & Youth), Thayer Johnson

Summit Learning Center, Community High School District #218, Lori Boillat

Teen Living Programs - Street and Community Outreach Program, Bina Rubinson

Teen Living Programs Supportive Services, Bonnie Wade

Teen Living Programs-Clustered and Scattered Site Housing Porgram (CaSSA), Alexis Allegra

Thresholds, Jennifer Scudder

Thresholds North Dincin Center for Recovery, Jennifer Scudder

Trilogy, Judy Idorwatt

Trinity Christian College, Mackenzi Huyser

Turning Point Behavioral Health Center, Laura Gerber

U of C Hospitals - Department of Social Work, Marc Paloma

U. of C. Department of Medicine, Tom Summerfelt

U. of C. Hospitals - Office of Managed Care and Program Development, Wayne Stemmer

U. of C. Hospitals- Comer Children’s Hospital, Courtney Bowles

U. of C. Hospitals- Comer Children’s Hospital, Anjali Lyons

Uhlich Children’s Advantage Network, Kathy McCarthy

Uhlich Children’s Advantage Network - Clinical and Counseling Services, Jacob Dancer

UNITE HERE, Local 1, Lars Negstad

Unity Hospice of Chicagoland LLC, Tom Frech

University of Chicago (Mixed-Income Development Study), Amy Khare

University of Chicago Charter School - High School Campus (Community Schools), Lolita Godbold

University of Chicago Charter Schools - Donoghue Charter (Community Schools), Lo Patrick

University of Chicago Charter Schools - North Kenwood Oakland Campus (Community Schools), Elizabeth Brown

University of Chicago Medical Center - Urban Health Initiative, Quin Golden

University of Chicago Office of Graduate Affairs/Family Resource Center, Lizanne Phalen
University of Illinois - Comprehensive Reproductive Health Program, Amy Neustadt
US Department of Housing and Urban Development, Office of Community Planning and Development, Chicago Regional Office, Nora Lally
Vision House, Tyrone Marshall
Vital Bridges NFP, Inc, Armando Smith
Voices for Illinois Children, Dawn Melchiorre
WAYS, Patricia Gherardini
Women and Girls Collective Action Network, Melissa Spatz
Woodlawn East Community and Neighbors, Arvis Averette
Woodlawn Project-Dulles Elementary (an SSA, CPS and Woodlawn Community collaboration), Renee Green
Woodlawn Project-Dumas Elementary (an SSA, CPS and Woodlawn Community collaboration), Renee Green
Woods Fund of Chicago, Consuella Brown
Youth Guidance - Westside (Austin High School), Louis Wright
Youth Guidance-Carnegie, Michelle Morrison
Youth Guidance-Jordan Community Public School, Jose Zayas
Youth Network Council, Shelley Milosevich
Youth Organizations Umbrella (YOU), Don Baker
Youth Organizations Umbrella (YOU), Rafael Rivera
Youth Organizations Umbrella (YOU), Leah Seligman
Youth Outreach Services - Irving Park, Liz Dinsdale
Youth Outreach Services – Cicero, Araceli Ramirez
Youth Outreach Services- Melrose Park, Angeline Groves
YWCA – Clinical, Shirley Tucker

✦✦✦
### SSA CALENDAR

#### SUMMER QUARTER 2009

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 22</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>July 3</td>
<td>Independence Day Observation</td>
</tr>
<tr>
<td>July 25</td>
<td>EEP Field Orientation</td>
</tr>
<tr>
<td>Aug. 28</td>
<td>Summer Quarter Ends</td>
</tr>
<tr>
<td>Aug. 28</td>
<td>Summer Quarter Convocation</td>
</tr>
<tr>
<td>Sept. 11</td>
<td>Field Instructors Meeting and Orientation</td>
</tr>
<tr>
<td>Sept. 12</td>
<td>EEP Students Orientation and Registration</td>
</tr>
<tr>
<td>Sept. 21–25</td>
<td>Master’s Students Orientation and Registration</td>
</tr>
<tr>
<td>Sept. 21–25</td>
<td>Doctoral Students Orientation and Registration</td>
</tr>
<tr>
<td>Sept. 30</td>
<td>EEP Field Evaluations Due (second- and third-year students)</td>
</tr>
</tbody>
</table>

#### AUTUMN QUARTER 2009

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 29</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>Oct. 5</td>
<td>Fieldwork Begins (second-year students)</td>
</tr>
<tr>
<td>Oct. 6</td>
<td>Fieldwork Begins (first-year students)</td>
</tr>
<tr>
<td>Oct. 30</td>
<td>Field Learning Agreements Due to Field Liaison (full-time program)</td>
</tr>
<tr>
<td>Nov. 16–20</td>
<td>Winter Quarter Registration</td>
</tr>
<tr>
<td>Nov. 26–27</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>Dec. 1</td>
<td>EEP Field Learning Agreements Due to Field Liaison</td>
</tr>
<tr>
<td>Dec. 4</td>
<td>Fieldwork Evaluations Due (full-time program)</td>
</tr>
<tr>
<td>Dec. 11</td>
<td>Quarter and Fieldwork End</td>
</tr>
<tr>
<td>Dec. 11</td>
<td>Autumn Quarter Convocation</td>
</tr>
<tr>
<td>Dec. 14–Jan.3</td>
<td>Winter Break</td>
</tr>
</tbody>
</table>

#### WINTER QUARTER 2010

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 4</td>
<td>Classes and Fieldwork Begin</td>
</tr>
<tr>
<td>Jan. 18</td>
<td>Dr. Martin Luther King, Jr., Birthday Observance</td>
</tr>
<tr>
<td>Jan. 31</td>
<td>EEP Fieldwork Evaluations Due</td>
</tr>
<tr>
<td>Feb. 24–28</td>
<td>Spring Quarter Registration</td>
</tr>
<tr>
<td>Mar. 12</td>
<td>Fieldwork Evaluations Due (full-time program)</td>
</tr>
<tr>
<td>Mar. 19</td>
<td>Quarter and Fieldwork End</td>
</tr>
<tr>
<td>Mar. 19</td>
<td>Winter Quarter Convocation</td>
</tr>
<tr>
<td>Mar. 20–28</td>
<td>Spring Break</td>
</tr>
</tbody>
</table>

#### SPRING QUARTER 2010

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar. 29</td>
<td>Classes and Fieldwork Begin</td>
</tr>
<tr>
<td>May 21</td>
<td>Final Fieldwork Evaluations Due (second-year and graduating EEP students)</td>
</tr>
<tr>
<td>May 31</td>
<td>Memorial Day Holiday</td>
</tr>
<tr>
<td>May 31</td>
<td>EEP Field Evaluations Due (first-year students)</td>
</tr>
<tr>
<td>June 4</td>
<td>Final Fieldwork Evaluations Due (full-time first-year students)</td>
</tr>
<tr>
<td>June 4</td>
<td>Fieldwork Ends (second-year full-time and graduating EEP students)</td>
</tr>
<tr>
<td>June 10</td>
<td>Fieldwork Ends (first-year full-time students)</td>
</tr>
<tr>
<td>June 11</td>
<td>Graduate Hooding Ceremony</td>
</tr>
<tr>
<td>June 12</td>
<td>Spring Quarter Convocation</td>
</tr>
<tr>
<td>Sept. 30</td>
<td>EEP Field Evaluations Due (final first-year; second second-year)</td>
</tr>
</tbody>
</table>
School of Social Service Administration
Announcements 2009-2010