THE UNIVERSITY OF
CHICAGO
SCHOOL OF
SOCIAL SERVICE
ADMINISTRATION

ANNOUNCEMENTS 2011 – 2012

DEFINING PROBLEMS. SHAPING SOLUTIONS.
For information and application materials:
Office of Admissions  
School of Social Service Administration  
969 E. 60th St.  
Chicago, IL 60637-2940  
Telephone: 773.702.1492  
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For information regarding field instruction:
Office of Field Education  
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Callers who cannot get through on these numbers may leave a message with the School’s switchboard at 773.702.1250.

For University residences information:
Neighborhood Student Apartments  
The University of Chicago  
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Chicago, IL 60615  
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For the university maps go to:
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Core Field Consultants
Clinical Field Consultants
Social Administration Field Consultants

FIELD AGENCIES

Field Agencies 2010-2011

SSA CALENDAR
OFFICERS AND ADMINISTRATION

OFFICERS OF THE UNIVERSITY
Andrew M. Alper, Chairman of the Board of Trustees
Robert J. Zimmer, President of the University
Thomas F. Rosenbaum, Provost

ADMINISTRATION OF THE SCHOOL
Neil B. Guterman, Dean
Harold A. Pollack, Deputy Dean for Research and Faculty Development
Robert J. Chaskin, Deputy Dean for Strategic Initiatives
Tina L. Rzepnicki, Deputy Dean for Curriculum
Celia M. Bergman, Dean of Students
Sydney H, Chair of the Doctoral Program
Michael R. Sosin, Editor of Social Service Review
Stephen Gilmore, Associate Dean for External Affairs
Keith Madderom, Associate Dean for Administration
Suzanne A. Fournier, Assistant Dean for Administration and Director of Grants and Contracts
Michael Jogerst, Assistant Dean and Director of Career Services
Linda Clum, Director of Admissions
Mary Debose, Assistant Director of Admissions
Sara L. Manewith, Associate Director of Special Gifts
Yelene Modley, Associate Director of Alumni Relations and the SSA Fund
Richard Kass, Director of Information Technologies
Nancy Chertok, Director of Field Education
Bharathi Jayaram, Associate Director of Field Education
Maureen Stimming, Director of Professional Development Program and Marketing
Julie Jung, Director of Communications
Anita Goodnight, IRB Director, SSA and Chapin Hall
Eileen Libby, Librarian
C. Gidget Ambuehl, Office Manager

OFFICERS OF INSTRUCTION
Scott W. Allard, Ph.D., Associate Professor; Faculty Affiliate, Graduate Program in Health Administration and Policy
Jennifer L. Bellamy, Ph.D., Assistant Professor
William Borden, Ph.D., Senior Lecturer
Alida M. Bouris, Ph.D., Assistant Professor; Faculty Affiliate, Center for Human Potential and Public Policy and Center for the Study of Gender and Sexuality
Evelyn Z. Brodkin, Ph.D., Associate Professor
E. Summerson Carr, Ph.D., Associate Professor; Faculty Affiliate, Center for the Study of Gender and Sexuality
Robert J. Chaskin, Ph.D., Associate Professor; Affiliated Scholar, Chapin Hall
Yoonsun Choi, Ph.D., Associate Professor; Faculty Affiliate, Center for the Study of Race, Politics and Culture and Center for Human Potential and Public Policy
Mark E. Courtney, Ph.D., Professor; Affiliated Scholar, Chapin Hall
Malitta Engstrom, Ph.D., Assistant Professor; Faculty Associate, Chicago Center for Family Health; Faculty Affiliate, Graduate Program in Health Administration and Policy, Center for Health and the Social Sciences, and Center for Human Potential and Public Policy
Matthew W. Epperson, Ph.D., Assistant Professor
Robert P. Fairbanks II, Ph.D., Assistant Professor
Roberto G. Gonzales, Ph.D., Assistant Professor; Faculty Affiliate, Center for Human Potential and Public Policy
Colleen M. Grogan, Ph.D., Professor; Co-Director, Center for Health Administration Studies; Faculty Chair, Graduate Program in Health Administration and Policy; Faculty Affiliate, Center for Health and the Social Sciences
Neil B. Guterman, Ph.D., Mose and Sylvia Firestone Professor
Jung-Hwa Ha, Ph.D., Assistant Professor
Sydney L. Hans, Ph.D., Samuel Deutsch Professor; Faculty Affiliate, Center for Human Potential and Public Policy
Julia R. Henly, Ph.D., Associate Professor; Faculty Affiliate, Center for Human Potential and Public Policy and Center for the Study of Gender and Sexuality
Heather D. Hill, Ph.D., Assistant Professor; Faculty Affiliate, Center for Human Potential and Public Policy
Waldo E. Johnson, Jr., Ph.D., Associate Professor; Faculty Affiliate, Center for the Study of Race, Politics and Culture, Center for Human Potential and Public Policy, and Center for the Study of Gender and Sexuality
Susan J. Lambert, Ph.D., Associate Professor
Jens Ludwig, Ph.D., McCormick Foundation Professor of Social Service Administration, Law, and Public Policy; Co-Director, University of Chicago Crime Lab; Faculty Affiliate, Center for Human Potential and Public Policy
Jeanne C. Marsh, Ph.D., George Herbert Jones Distinguished Service Professor; Director, Center for Health Administration Studies; Faculty Affiliate, Graduate Program in Health Administration and Policy and Center for the Study of Gender and Sexuality
Stanley G. Mccracken, Ph.D., Senior Lecturer
J. Curtis McMillen, Ph.D., Professor
Jennifer E. Mosley, Ph.D., Assistant Professor
Virginia L. Parks, Ph.D., Associate Professor; Faculty Affiliate, Center for the Study of Race, Politics and Culture
Charles M. Payne, Ph.D., Frank P. Hixon Distinguished Service Professor; Faculty Affiliate, Center for the Study of Race, Politics and Culture
Harold A. Pollack, Ph.D., Helen Ross Professor; Faculty Associate, Center for Health Administration Studies; Faculty Advisor, Graduate Program in Health Administration and Policy; Co-Director, University of Chicago Crime Lab; Faculty Affiliate, Center for Health and the Social Sciences
Melissa Roderick, Ph.D., Hermon Dunlap Smith Professor; Faculty Affiliate, Center for the Study of Gender and Sexuality
Tina L. Rzepnicki, Ph.D., David and Mary Winton Green Professor
Gina Miranda Samuels, Ph.D., Associate Professor; Faculty Affiliate, Center for the Study of Race, Politics and Culture (on leave 2011-2012)
William Sites, Ph.D., Associate Professor; Faculty Affiliate, Center for the Study of Gender and Sexuality
Michael R. Sosin, Ph.D., Emily Klein Gidwitz Professor; Faculty Affiliate, Graduate Program in Health Administration and Policy
Dexter R. Voisin, Ph.D., Associate Professor; Faculty Affiliate, Center for the Study of Race, Politics and Culture, Graduate Program in Health Administration and Policy, and Center for Human Potential and Public Policy
Miwa Yasui, Ph.D., Assistant Professor; Faculty Affiliate, Center for Human Potential and Public Policy
Marci A. Ybarra, Ph.D., Assistant Professor; Faculty Affiliate, Center for Human Potential and Public Policy

FACULTY EMERITI
Sharon B. Berlin, Ph.D., Helen Ross Professor Emerita
Pastora San Juan Cafferty, Ph.D., Professor Emerita
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
John R. Schuerman, Ph.D., Professor Emeritus
Bernece K. Simon, A.M., Samuel Deutsch Professor Emerita
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.

Peter H. Darrow, Chair
Donna E. Barrows
Charles G. Curie
Bernie Dyme
Sunny Fischer
Betsy R. Gidwitz
Mary Winton Green
Cynthia Greenleaf
Iris J. Krieg
Stephanie D. Larsen
Joseph G. Loundy
Amy S. Lubin
Linda Kelly Lymburn
Dr. Katharine (Kitty) Mann
Thomas B. Puls, II
Susan P. Rosenson
Marilyn B. Rusnak
Brian P. Simmons
Margaret Block Stineman
Lorraine R. Suzuki
Rev. Richard L. Tolliver, Ph.D.
David J. Vitale

LIFE MEMBERS
Daniel Alvarez, Sr.
Judith S. Block
Mrs. Shirley R. Brussell
Elizabeth M. Butler
Dr. Kitty Mann
Charles R. Feldstein
Nancy J. Johnstone
Ann Dibble Jordan
Elliot Lehman
Beatrice Cummings Mayer
James T. Rhind
Bernice Weissbourd
Maynard I. Wishner
THE FIELD AND THE SCHOOL

THE FIELD OF SOCIAL WELFARE

Social work attracts idealists: people with an acute awareness of human suffering and injustice, and 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 and community violence, to aid homeless or mentally ill individuals, to reduce poverty and social inequities, or improve the quality of life of older adults.

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: A CONCISE HISTORY

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.

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. Faculty members such 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 family systems. 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 clinical social work practice.

The Social Service Review was founded in 1927 with the aim of opening “scientific discussions of problems arising in connection with the various aspects of social work.” The Review has not only reflected the social welfare field but has helped to shape it and it remains the premier journal in its field.

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 for 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 building bridges between rigorous research and the practice of helping individuals, families, and communities to achieve a better quality of life.
The faculty are composed of scholars who seek to understand the most complex social problems and to explore their solutions. Pervading our approach to education is the belief that graduates of the School of Social Service administration should be distinguished by their:

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

Goals
In keeping with its mission, the School’s goals are:

- To educate competent and effective professionals who are able to apply clinical, analytical, and organizational knowledge and skills to solve social problems and relieve the distress of vulnerable individuals through effective practice within well-developed value frameworks. These professionals will provide leadership in the development of service delivery systems;
- Our educational program is grounded in the profession’s history, purposes, and philosophy. SSA 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. While most early schools of social work concentrated on practical training for caseworkers, SSA’s leaders insisted on the need for a solid foundation in social science and social research as well. In the decades since, the emphases on social research and on applying the insights of social science to solving human problems have continued.

Combining Research with 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 from social work and from such related fields as economics, psychology, sociology, anthropology, political science, public policy, public health, and geography. Research at the School reflects this diversity. Current projects investigate the following social work interventions and contribute to the development of social work knowledge:

- Public partnerships with faith-based and community organizations to improve social, educational, health, and economic outcomes for children, adolescents, and the community;
- Violence prevention for children and adolescents in the home and in the community;
- Exploring the changing geography of poverty in urban and suburban communities and access to the safety net;
- Improving social work provision for males and encouraging paternal involvement;
- Mental health interventions for women, the incarcerated, and older populations affected by substance use;
- Theoretical frameworks for understanding child care decision-making;
- Analyzing family supportive policies in the workplace.

SSA faculty members have been honored as White House Fellows, Fletcher Fellows, Fulbright Fellows, American Academy of Social Work and Social Welfare 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 the former head of the Substance Abuse and Mental Health Services Administration (SAMHSA). Two former members
Our faculty is instrumental in shaping and developing public policy. Faculty have collaborated with Chicago South Side leaders and other University researchers to create the Mapping Resource Project to plot community health, education, business and human service resources in South Side neighborhoods to help local residents, programs, foundations, and the city better understand how local conditions affect health.

SSA faculty, also in conjunction with University and other researchers, created the University of Chicago Crime Lab. The Crime Lab is developing a portfolio of randomized experimental studies that will help inform policymakers about the most effective (and cost effective) ways to reduce youth violence and closely related social problems like school disengagement and dropout. Several of the experiments underway are intended to learn more about how to reduce the large number of violent events that seem to stem from impulsivity, by helping to address self-control deficits among high-risk youth. The ultimate goal is to improve the life outcomes of disadvantaged youth and families by improving policy and practice, and Crime Lab is developing an outreach strategy designed to help disseminate important new research findings to government agencies and NGOs.

New faculty research examines the determinants of successful transition to postsecondary education among Chicago students and has informed current policies and improvements in the Chicago Public Schools. Additional research has influenced recent Illinois legislation that formed a new advisory council to help develop effective HIV/AIDS prevention messages targeting youth.

Current SSA faculty serve and have served on numerous national boards, including the 2025 Campaign for Black Men and Boys; African American Male Initiative, United Way of Metropolitan Chicago; Association for Public Policy Analysis and Management, Board of the Children, Youth and Families of the National Academy of Sciences Institute of Medicine and the National Research Council’s Division of Behavioral and Social Sciences and Education; Commission on Research, Council on Social Work Education; Doctors of America; M D R C ; Pell Institute for the Study of Opportunity in Higher Education, Starfish Community Services; and Teaching Social Justice, Teachers College Press.

**Development of Professional Social Workers and Social Work Researchers**

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. And since 1920, SSA has provided advanced training for those interested in pursuing academic careers in social work and social welfare in the doctoral degree program.

SSA’s diverse array of course offerings features quality instruction and substantive exploration of clinical practice, community development and organizing, program management and policy issues. Classes are intended to challenge and engage students in the dynamic interplay of theory, research, and practice. Students gain an understanding that whatever the focus of their practice, from the clinical micro-level to the policy macro-level, their activities are guided by an appreciation of service in society and informed by a rigorous evidence and conceptual base. The concept of alleviating need has also been broadened to include prevention as well as treatment.

**VALUES**

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

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

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

PROGRAM CONTEXT

University of Chicago

SSA’s first dean, Edith Abbott, said in 1920 when SSA became a full-fledged professional school, that “only in a university, and only in a great university, could a school of social work get the educational facilities that advanced professional students must have if they were to become the efficient public servants of democracy.”

Our current President, Robert Zimmer, shares her sentiment, and stated during his address during the 487th convocation, “The University of Chicago, from its very inception, has been driven by a singular focus on inquiry... with a firm belief in the value of open, rigorous, and intense inquiry and a common understanding that this must be the defining feature of this university. Everything about the University of Chicago that we recognize as distinctive flows from this commitment.” SSA is held by the University to the highest of intellectual standards and faculty recruitment and promotions are guided by rigorous expectations. Students are able to make use of the rich course offerings of other departments in the University. In addition to taking courses at SSA from faculty trained across multiple disciplines, students take courses in the departments and schools of law, business, public policy, anthropology, sociology, psychiatry and others. This is a university in which such a cross-walk between disciplines and departments is fluid, actively encouraged, and easily accomplished.

City of Chicago

SSA is also at the heart of a great American city, with many resources and many needs. We are able to make use of those resources and to contribute to resolving these needs. The city reflects a kaleidoscope of social and cultural traditions which enrich our students’ learning. Chicago has notably been at the forefront of pioneering movements in social work, community organizing, women’s rights, urban planning and architecture, labor organizing, and African American politics. As a microcosm of America and the world, Chicago confronts all the major issues facing great urban settings in the areas of economic development, social stratification, public education, and the political empowerment of minorities. Our ever deepening partnerships with the neighbors in our community serves to enhance the quality of life and economic development of Chicago’s South Side, the city of Chicago more broadly, and beyond to the national and international levels.

The following are just a few examples of our impact on our surrounding communities:

• McCormick Foundation Professor of Social Service, Law, and Public Policy Jens Ludwig and Helen Ross Professor Harold Pollack established the University of Chicago Crime Lab in an effort to reduce youth violence in Chicago and nationally;

• Frank P. Hixon Distinguished Service Professor Charles Payne is collaborating with community leaders to create the Woodlawn Children’s Promise Community, and influencing national education policy;

• Hermon Dunlap Smith Professor Melissa Roderick leads research at the Consortium for Chicago School Research, a think-tank to inform and assess policy and practice in the Chicago Public Schools;

• Professor Colleen Grogan, the Co-Director of the Resource Mapping Project and Associate Professor Waldo E. Johnson Jr., the community engagement chair for the South Side Health and Vitality Studies, collaborate with University researchers and community leaders on the Resource Mapping Project.
This year, SSA launched a new initiative that will take its multidisciplinary problem-solving approach to a new level. The new Interdisciplinary Scholar Network initiative will bring together scholars across disciplinary and professional lines to generate innovative and more comprehensive knowledge aimed at addressing some of society’s most intractable social problems. Two networks have been established:

Associate Professor Susan Lambert and Assistant Professor Heather Hill created the Employment Instability, Family Well-being and Social Policy Network. This research network will enhance the capacity of the field to study employment instability at the lower end of the labor market and to develop and evaluate interventions aimed at reducing employment instability and its effects on children and families.

Associate Professor Dexter Voisin and Assistant Professors Alida Bouris and Matthew Epperson, created the STI and HIV Intervention Network (SHINE) to conduct research on the biological, behavioral and structural factors that heighten vulnerability to sexually transmitted infections and HIV among ethnic minority communities in the U.S. The Network will develop and evaluate interventions to alleviate existing STI/HIV disparities.

• SSA has relationships with more than 600 agencies and programs throughout the Chicago area for its field placement program. Annually, SSA students provide more than 250,000 hours of service in the field. Students are guided by seasoned practitioners who provide hands-on professional mentoring in the field.

The Global Context
SSA stands to have an impact globally and has recently begun to expand its programming internationally. This structured curriculum includes international field placements and study abroad opportunities, additional courses, and an international visiting faculty program that enables internationally recognized scholars to spend three to six months at the School. SSA faculty engage and collaborate in scholarship and research with international partners in addition to teaching current courses that have an international perspective. And SSA is actively engaged as the University of Chicago develops international centers for education and research in China and, in the near future, India.

During the summer of 2011, SSA, in collaboration with the Tata Institute of the Social Sciences Centre for Community Organization and Development Practice in Mumbai, offered for the second time, an intensive study-abroad program focused on urban poverty and community practice in India. The intent of this program is to provide SSA master’s students with the opportunity to learn about key issues in international social welfare and gain field experience in international social work practice through intensive experiential learning in another country. Classroom and field experience will be enriched by the interaction between the SSA students and the local students of the Tata Institute.

The Vision of a new Dean
Dean and Mose and Sylvia Firestone Professor Neil B. Guterman sees opportunities for SSA to enhance its already stellar role in leading social work education and scholarship. “The School of Social Service Administration is unparalleled in the ways it brings together scholars across multiple disciplines under one roof, all with a shared dedication to tackling some of the most intractable social problems of our day. SSA’s unique position within the University and in Chicago presents enormous opportunities to reenergize our community engagement in ways that are synergistic to advancing both research and practices in the field.”

Thinking forward to the future, Dean Guterman notes, “We’re in the midst of an unmistakable shift in the profession, where we are beginning to work more proactively—or further ‘upstream’ if you will—to go after the causes of social problems, thereby preventing a downward cascade into more intractable and costly social consequences. It’s my hope that SSA will deepen the pivotal role it already plays in marshaling this historic shift forward.”

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

1. Interdisciplinary focus.

One of our goals is to exploit the power of interdisciplinary work and this is reflected in the fact that our faculty are drawn from a multiplicity of disciplines. Our intellectual pluralism is one of the things we value most about our School. Both our research and teaching are infused with this interdisciplinary spirit. We are interested in fostering even more ambitious collaborations across the University, Chicago, nationally, and internationally, putting SSA at the nexus of interdisciplinary research that catalyzes real world change.

2. Scholarship and research.

Our faculty are actively involved in cutting edge scholarship and research that informs and shapes the field. This requires that they be well versed in the major issues of the day (and often they are involved in the framing of those issues) and the methodologies of research required to explore those issues. They are pioneers, discoverers, and change agents. They ask tough questions and pursue knowledge with rigor because they believe in the transformative power of ideas. They bring the insights gained from their scholarly investigations to the classroom. The ensuing dialogue assures that students have up to date knowledge of trends in the field. Of course, faculty benefit as well from the critical questioning of our students.


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

4. Developing skills in critical thinking.

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

5. Chicago as the context for field work and other learning opportunities.

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

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

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

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

To facilitate the development of these core competencies and the knowledge and behavior to practice at an advanced level, the School’s program is organized into a core curriculum and an elective concentration in either clinical practice or social administration. All students have a 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 prepares students for generalist practice through mastery of the core competencies of the profession as articulated by the Council on Social Work Education. It places particular emphasis on understanding and working with culturally diverse and economically disadvantaged populations. After completing core studies in the first year, students who choose clinical practice begin their concentration with an established awareness of the broader contexts of individual distress and helping responses, while social administration students enter their concentration with a corresponding understanding of social work intervention at the direct practice level.

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

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

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>SSAD 30000</td>
<td>SSAD 30000</td>
<td>Concentration or Elective</td>
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<tr>
<td>SSAD 30100</td>
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<td>SSAD 32700</td>
<td>SSAD 30200</td>
<td>Concentration or Elective</td>
</tr>
<tr>
<td>Fieldwork</td>
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Core curriculum courses for the Extended Evening Program (EEP) are offered during the first and second years of study.

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

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

Social Intervention: Research and Evaluation (30200). This course focuses on the generation, analysis, and use of data and information relevant to decision making at the case, program, and policy levels. Students learn competencies and develop practice behaviors related to the collection, analysis, and use of data related to fundamental aspects of social work practice: problem assessment and definition; intervention formulation, implementation, and refinement; and evaluation. The course covers specification and measurement of various practice and social science concepts, sampling methods, data collection strategies, and statistical and graphical approaches to data analysis. All incoming day students will take a research placement exam during the first week of classes to determine their research course. Students who pass the exam will be eligible to take a concentration research course in the first year, either clinical research (44505) or data analysis (48500).

Human Behavior and the Social Environment (32700). This course teaches biological and social science concepts concerning human development that are fundamental to social work practice: social and ecological systems; life course development; culture, ethnicity, and gender; stress, coping, and adaptation; and social issues related to development over the life course. It prepares students to use these conceptual frameworks to guide the process of assessment, intervention, and evaluation; and to critique and apply knowledge to understand person and environment. Students with extensive background in the socio-cultural, socio-economic, psychological, and cognitive contexts of human growth and behavior, may waive into an advanced course.

Human Diversity Requirement

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

In keeping with the School's mission and the commitment to educate students for practice in a heterogeneous society, curriculum content on human diversity is integrated into nearly every course. In addition, students must take one or more courses from a list of approved first- and second-year offerings. The requirement in human diversity is intended to provide students with an analytical framework to understand human behavior and political processes in the environment of a diverse society to satisfy the following 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 develop skills to promote individual and social change toward social and economic justice.

5. To provide students a theoretical framework for integrating an approach toward diversity within students' own particular area of expertise (e.g., clinical, community, organization, management).

Each year students will be provided a list of courses that meet the diversity requirement. Students who would like to substitute a course must obtain a copy of the syllabus for that course and submit a written memo to the Dean of Students explaining why that course will meet the goals provided by the diversity requirement. Because the diversity requirement is intended to give students an analytical framework with which to integrate questions of diversity within their education at SSA, and to enhance the development of practice behaviors for work with diversity and difference in practice, no waivers of this course are considered. Approved courses in human diversity for the 2011-12 academic year are listed below.

40612 Psychotherapy with LGBT Clients
42100 Aging and Mental Health
42800 Clinical Intervention with Socially Vulnerable Clients
43300 The Exceptional Child
43612 Immigrant Families and Adolescents
43900 Disability: Medical, Ethical, and Psychosocial Issues
44112 Use of Self and Clinical Practice with Multicultural Populations
44301 Psychodynamic Perspectives on Spirituality
44401 Sexuality across the Life Cycle
44800 Urban Adolescents in Their Families, Communities, and Schools: Issues for Research and Policy
45112 Contemporary Immigration Policy and Practice
45200 African American Families: Theories and Research on the Role of Fathers
47222 Promoting the Social and Academic Development of Children in Urban Environments
47500 The Health Services System
47622 Community Development in International Perspective
47812 Human Rights and Social Work: Opportunities for Policy and Practice
60200 Spirituality and Social Work Practice
61400 The Social Meaning of Race
62112 Cultural and Political Understandings of Youth
62700 Clinical Work in an International Context

Field Placement

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

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 develop beginning competence in direct social work practice through experience in engagement, assessment, intervention, and evaluation. Full time students attend their internship for two days per week (16 hours) and complete 480 hours during the academic year. Students in the Extended Evening Program (EEP) attend their internships for one 8-hour or two 4-hour days during the work week (Monday - Friday) and complete 400 hours over the course of 12 months, including during the summer. Students in the Part-Time Day Program begin field placements in the second year. Part-time Day students begin their core internship two days a week, (16 hours) and complete 480 hours during the academic year. Toward the end of Winter Quarter, students make selections for second-year field placements. These selections will match their choice of concentration, either in a clinical practice setting or a social administration placement.

The primary objective of the clinical practice field experience is to develop more advanced practice knowledge and competence in psychosocial assessment and intervention with individuals, couples, families,
and groups. Students are expected to understand and apply more than one theoretical approach to clinical practice to prepare them for broad-based professional practice with a range of clients, problems, and environmental situations. 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. EEP students are in the field for one 8 hour day per week (Monday – Friday), including the summer, and complete 720 hours in approximately 18 months. Field seminars are scheduled throughout the academic year.

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 opportunities to consider the role of social work in human service organizations. It enables them to apply social work ethical principals in managing human service organizations, communities, and analyzing policies that affect social work clients. It also provides them with opportunities to apply critical thinking in considering the role of social workers within political processes, economic systems, and organizational contexts. Placements give students a broad view of a social welfare problem and of the organized response to that problem. The combination of the placement and the required courses allows students to combine theoretical, substantive, analytical, and practical insights 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). EEP students are in the field for one 8 hour or two 4 hour days per work week (Monday – Friday), including the summer, and complete 576 hours in approximately 18 months. Field seminars are scheduled throughout the academic year. Students in the Part-Time Day Program begin field placements in the second year. Part-time Day students begin their core internship two days a week, (16 hours) and complete 480 hours during the academic year.

Increasing numbers of field placements require proof of immunizations, criminal history checks, and/or drug testing prior to beginning work at the agency. Results of criminal history checks and/or drug testing may impact placement availability as well as ability to obtain a social work license in the future. Applicants to SSA programs should familiarize themselves with professional licensing statues. Once admitted, it is the students’ responsibility to ask their field instructors about prerequisite requirements before beginning the practicum. The Office of Field Education may be consulted as needed. A list of field placements for clinical practice and social administration for 2011-12 begins on page 108.

The Concentration Curriculum

The master’s curriculum provides the opportunity for developing knowledge and practice behaviors for advanced practice in two major areas of social work and social welfare: clinical social work and social administration. Students begin taking courses in their concentrations in Spring quarter of their first year. The clinical practice curriculum includes required and elective courses designed to develop competencies and practice behaviors for direct social work practice, which encompass a broad range of psychosocial services for a variety of problems. Students may choose to specialize in a specific area of practice (e.g., health, mental health, family and child welfare) or with a specific target population (e.g., children). The social administration curriculum is designed to develop competencies and practice behaviors for social work in community organizations, management, advocacy, planning, policy development and implementation, and evaluation. Within the social administration concentration students can specialize by taking several courses in one area: 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, the first course emphasizing conceptual foundations and the second course emphasizing applications. Practice methods sequences include behavioral (40403 or 40404,
and 40922 or 43800), cognitive (41300 and 40922 or 40404), family systems (40800 and 41700, or 40212),
and psychodynamic (41000 and 41100, 41200, or 44301).
2. A one-quarter foundation course in a second practice method (40403, 40404, 41300, 40800, or 41000).
Alternatively, a 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.
3. One Clinical Research class. 445xx Clinical Research, or another research course is 445xx was taken in the first
year.
4. One advanced human behavior in the social environment (HBSE) course (see examples below).
5. A clinical field placement intended to provide students with an opportunity to develop, apply, and test practice
knowledge and learn practice behaviors by working under the guidance of a supervisor in a clinical practice
setting. Field instruction involves a minimum of 640 hours, usually 24 hours a week.

Electives
Students have the opportunity to take elective courses in areas of interest. Courses may be selected from the curriculum
of erings on particular f elds of practice, theories of behavior, treatment modalities, social problems, target populations,
research methods, or from courses in the social administration concentration. Special programs with prescribed
requirements and related f eld placements are designated as Programs of Study. Students also have the opportunity
to gain interdisciplinary perspectives by taking courses in other graduate programs and professional schools of the
University.

Design Your Own Educational Program
Students are expected to tailor their coursework to prepare for career interests and their individual learning goals. T is
can be organized around work with a particular client population or a f eld of practice. Courses in the curriculum
naturally cluster around populations and problems. Building on the core competencies and practice behaviors and the
required concentration courses, students can shape their course of study around areas of practice. T he 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
40522 Childhood Development
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
43112 Loss, Grief and Bereavement
48800 Child and Family Policy
60800 Child and Adolescent Trauma
62112 Cultural and Political Understandings of Youth

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 *
45112 Contemporary Immigration Policy and Practice
47432 Criminal Justice and Social Work Interface
60800 Child and Adolescent Trauma
61100 Seminar in Violence Prevention

* Required for Family Support Specialization
**Mental Health**

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

**Older Adults**

40722 Death, Loss, and Grief across the Life Course
42100 Aging and Mental Health *
43112 Loss, Grief and Bereavement
44932 Treatment of Individuals with Serious Mental Illness
49022 Health and Aging Policy *
61000 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
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

**Social Administration Concentration**

The social administration concentration prepares students for professional practice in community organizing, planning, and development; human services management; and policy planning, analysis and advocacy. Students are prepared for positions in federal, state, county, and municipal government; private non-profit and for-profit organizations; public policy research and advocacy organizations; community-based organizations and action groups; and electoral politics at all levels of government. The social administration concentration provides students with advanced instruction in the economics, politics, and organization of social welfare. It enables students to develop competencies and the analytical and research skills needed to advocate for client groups and communities, and to plan, implement, and evaluate programs and policies at various levels of intervention.

**Requirements**

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

1. 45400 Economics for Social Welfare
2. 46712 Organizational Theory and Analysis for Human Services
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 develop competencies and practice behaviors related to social work in human service organizations. Students will develop a broad view of a social welfare problem and engage in advanced practice behaviors to respond to that problem.
Clusters and Elective Courses
In addition to the required courses listed above, the social administration concentration offers several other courses organized within three clusters: Community Organizing, Planning, and Development; 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. In addition, students can participate in a Program of Study.

Community Organizing, Planning, and Development
This sequence of recommended courses provides the conceptual and substantive knowledge base and practice behaviors underlying professional practice in community organizing, planning, and development. Traditionally, the field of community organization has encompassed distinct modes or strategies of intervention—social planning, social action, and community development—by which professionals help community groups engage in purposive, collective change. More recently, such groups have sought to draw from multiple traditions and to build community across a number of boundaries to enhance the effectiveness of community responses to contemporary social welfare challenges. The goals of the community organizing, planning, and development cluster are:

- To introduce students to the important theories of community organization and change, so that students can assess the role and prospects for success of community-level interventions;
- To instruct students in the major traditions of community intervention and to investigate the potential value of those traditions in confronting contemporary problems;
- To familiarize students with the broader political, economic, and spatial environments within which urban and community action takes place;
- To develop analytical abilities in strategic decision making so that students may engage successfully in different modes of community intervention;
- To develop the critical skills to evaluate the effectiveness of various strategies, actions, and programs.

These goals are realized through coursework and field placements, as well as student initiated activities and other program offerings. SSA faculty recommend that cluster students first take the core community course (48300), followed by at least one course in each of the two subsequent areas.

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
   62012 Reconceptualizing Social Policy & Practice: an International Perspective

III. Selected Strategies
   45312 Urban Social Movements
   47622 Community Development in International Perspective
   48712 Community Economic Development: A Labor Market Perspective
   48112 Community Organizing

Non-Profit Management
This sequence of recommended courses teaches students analytic approaches and practice behaviors for enhancing the effectiveness of human service organizations serving disadvantaged populations. The goals of the management cluster are:

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

SSA faculty recommend taking two foundation courses in management and at least one management methods course, and selecting from substantive elective courses.
Foundation courses
44612 Organizations, Management, and Social Policy
47000 Nonprofit Organizations: Concepts and Practice
49412 Nonprofit Organizations and Advocacy for Social Change

Methods courses
47300 Strategic Management: External Factors
48412 Nonprofits and Social Innovation
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 and practice behaviors underlying policy planning, analysis, and evaluation in social welfare. The goals of the policy cluster are:

- To instruct students in modes of analyzing social welfare policies systematically through the construction and use of formal conceptual policy design frameworks, empirical evidence, and policy arguments;
- To assist students in learning the analytical and quantitative skills of cost benefit and cost effectiveness analysis, decision analysis, causal modeling, survey research, and field experimentation;
- To deepen students' understanding of the political and ethical dilemmas which accompany most policy making and evaluation problems in social welfare.

Foundation course
45600 Policy Analysis: Methods and Applications

One substantive elective from the list below
42912 Work and Family Policy: Policy Considerations for Family Support
44800 Urban Adolescents in Their Families, Communities, and Schools: Issues for Research and Policy
45112 Contemporary Immigration Policy and Practice
46412 The Evaluation of Social Welfare Programs and Policies
46612 Special Issues in Health Care Management
47222 Promoting the Social and Academic Development of Children in Urban Environments
47500 The Health Services System
47712 Perspectives on Urban Poverty
48800 Child and Family Policy
49022 Health and Aging Policy
49412 Nonprofit Organizations and Advocacy for Social Change
60300 Workforce and Workplace Development: Inequality in Employment
60400 Poverty, Inequality, and the Welfare State
61100 Seminar in Violence Prevention
61500 Urban Education and Educational Policy
62012 Reconceptualizing Social Policy & Practice: an International Perspective

Programs of Study
Special programs are designated areas within the SSA curriculum that allow students to tailor their degree program to their professional interests. By using electives in the degree program to meet requirements of a special program, students build a curriculum that uniquely addresses their interests and prepares them for work in a particular area of social work. Importantly, each program combines course work with a related field experience to allow students to connect their theoretical learning with the development of competencies in a particular area of practice.
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 develop competencies and practice behaviors 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 41600 Public School Systems and Service Populations is designed to acquaint students with the organization of the public schools, implementation of special education mandates, services to culturally and economically diverse populations, how to recognize elements of an effective school, and the role of the social worker in a variety of public school settings. The course on exceptional children 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.

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 school social work for Illinois Type 73 Certification need to pass the basic skills test administered by the Illinois State Board of Education before being accepted into the School Social Work Program of Study.

Community Schools Program

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

Students interested in community schools take the social administration concentration 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, and Schools: Issues for Research and Policy, 47222 Promoting the Social and Academic Development of Children in Urban Environments, or 61500 Urban Education and Educational Policy. In addition, students are encouraged to select from a range of courses in community development, management, family support, and treatment of children and adolescents.

Students interested in preparing for Type 73 certification who are also in the Community Schools Program 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) and Clinical Research (44501). In Evidence-based Clinical Practice students develop competence in basic EBP skills and IDDTM interventions and develop evidence-based interventions for their clients. In Clinical Research (44501), students complete their introduction to IDDTM interventions and 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 program are:

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

Required Courses: Three of the following:

- 40000 Clinical Intervention in Substance Abuse
- 42001 Substance Use Practice

And either

- 41700 Clinical Treatment of Abusive Family Systems
- 43800 Skills for Conducting Psychotherapy with Chronically Distressed Persons
- 42322 Child an Adolescent Substance Use

Recommended Course:

- 42500 Adult Psychopathology

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

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 inter-agency 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. Students 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 Booth School of Business, the Harris 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 education 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, and provide 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 http://www.ssa.uchicago.edu/gphap.

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 education develops the capacity to respond to an older person's need for support and intervention in multiple domains. Social workers bring an understanding of an older person's strengths and resiliency as well as strong assessment, problem-solving, and advocacy skills. This program combines an understanding of the person-in-environment as well as an awareness of the web of institutional relationships linking the older adult to society and social policy. Students will learn competencies and develop practice behaviors to provide services and shape programs and policies dealing with older adults.

Students interested in working with older adults take either the clinical or social administration concentration, two required courses, and a placement in which they work with older adults. Students take Aging and Mental Health (42100) which integrates the theories and practice skills needed for effective clinical work with older adults and their families. Health and Aging Policy (49022) 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. We offer a rotation model for field learning which provides the student maximum exposure to the aging person and the services and systems designed to support older people and their families.

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

Students selecting this program take two foundation courses, one addressing poverty, Poverty, Inequality, and the Welfare State (60400), and the other addressing workforce issues, Workforce and Workplace Development: Inequality in Employment (60300). Students in the program can select electives drawn from a variety of courses offered at SSA and in other parts of the University. For 2011–12, recommended electives include 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); Child and Adolescent Trauma (60800). Students can also select an elective from other parts of the University.
International Program

International perspectives on social welfare are crucial to SSA’s leadership role in social policy and social work. There are several ways in which students can participate in the program. For example:

- An intensive, four week, study-abroad program focused on urban poverty and community practice in India. In collaboration with the Tata Institute of the Social Sciences Centre for Community Organization and Development Practice in Mumbai, SSA students have the opportunity to learn about key issues in international social welfare. Students selecting this program take two foundation courses, one addressing poverty, Poverty, Inequality, and the Welfare State (60400), and the other addressing workforce issues, Workforce and Workplace Development: Inequality in Employment (60300). Students in the program can select electives drawn from a variety of courses offered at SSA and in other parts of the University. For 2011-12, recommended electives include Place, Poverty, and Social Policy (61900) and Work and Family Policy: Policy Considerations for Family Support (42912).

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- We currently offer courses which focus on international social work and social welfare, cross-national comparative perspectives, or focus on implications that global processes may have on social work practice. Courses available at SSA in 2011-2012 include:

  - 43612 Immigrant Families and Adolescents
  - 45112 Contemporary Immigration Policy and Practice
  - 47622 Community Development in International Perspective
  - 47812 Human Rights and Social Work: Opportunities for Policy and Practice
  - 60400 Poverty, Inequality, and the Welfare State
  - 62012 Reconceptualizing Social Policy & Practice: An International Perspective
  - 62700 Clinical Work in an International Context

Additional courses are available at other units of the University including the Human Rights Program, The Harris School of Public Policy Studies, The Pritzker School of Medicine, The Law School, The Booth School of Business, and The Center for the Study of Race, Politics, and Culture. Check individual school schedules for courses and times.

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 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, and/or drug testing prior to beginning work at the agency. The Field Education Office informs students of these requirements before beginning the practicum. Financial aid and student loans are available for part-time study based on a combination of merit and need. 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 Booth School of Business, the Harris 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 Booth 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 Booth 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 Booth 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 Booth School of Business. A normal program consists of 14 courses in the Booth 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 Booth 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 Booth 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 Harris 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 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**

The 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.

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

Qualified University of Chicago college students who wish to pursue a joint AM degree in social work at the School of Social Service Administration should consult with the AB/AM 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. These 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 fulfill 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 complete a field placement. AB/AM students enter joint residence status during the three quarters prior to the anticipated date of College graduation, during which time they will be charged tuition at SSA’s graduate rates.

**Combined AM/PhD**

The School has a combined AM/PhD program for small number of students admitted into the doctoral program who do not already have a master’s in social work or related field but who have demonstrated an exceptional commitment to interventions with vulnerable populations or social welfare policy research. Most students admitted into the doctoral program already have a master’s degree in social work. The 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, and includes a field placement.

**Doctoral Degree Program**

Since 1920, the University of Chicago School of Social Service Administration has provided training for those interested in pursuing an academic career in social work and social welfare. SSA’s doctoral graduates are leaders in the field of social work and social welfare scholarship. The program is designed to deepen students’ mastery of both social science theory and research methods so that they are prepared to contribute to scholarly knowledge in innovative ways. The program accommodates students who are interested in developing and evaluating practice methods and interventions as well as those interested in understanding social problems and accompanying institutional and political responses. The diverse theoretical approaches of SSA’s faculty makes it uniquely positioned to support an interdisciplinary course of study.

**Curriculum**

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

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

**Supports For Students**

Students in the doctoral program receive a stipend and full tuition and fees for 5 years. All admitted students are eligible to receive an $18,000 stipend each year in years 1 to 5. To qualify for 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, 4, and 5 can fulfill this work requirement through teaching and/or research. The School pays 82% of tuition during years 6 through 10.

To help ensure that they get the support needed to develop a customized program of study, all students work closely with an advisor. Students meet with advisors when selecting courses, but also once a year to complete a “self-assessment” in which they jointly review their program of study. The assessment is concerned with developing expertise rather than meeting milestones, so that conversations between student and advisor focus on intellectual and skill development.

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

Requirements For The 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 of ered 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 doctoral program also varies. In general, students take from four to five years to complete all requirements. The table below outlines the suggested plan for progress in the program:

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<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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<tr>
<td>Coursework</td>
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<td>Coursework</td>
<td>Completed by beginning of year</td>
<td>Dissertation proposal</td>
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<tr>
<td>Qualifying Exam</td>
<td>Pre-dissertation research</td>
<td>Pre-dissertation research</td>
<td>Dissertation proposal</td>
<td>Dissertation data collection, analysis, writing, and defense</td>
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<td>Dissertation</td>
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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.

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. Applicants whose mother tongue is not English are required to take an English language proficiency examination. A minimum total TOEFL score of 250 (with a score of 25 in each section) is required. Application for administration of the test should be sent to TOEFL (Test of English as a Foreign Language), Educational Testing Service, Box 6151, Princeton, NJ 08541-6151, USA (609-771-7500). The results of the test will be sent to the University by the Testing Service. Applications will not be given final consideration until the results of the test have been received. The University of Chicago Institutional Code for TOEFL is 1832; the department code for SSA is 95.

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.

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 15. The application deadline for the doctoral program is December 15.
Steps in the Admission Process

1. **The Online Application** is available at: [https://apply-ssa.uchicago.edu/apply/](https://apply-ssa.uchicago.edu/apply/). Returning master's degree students, or applicants who reapply will need to submit a new application.

2. **Candidate Statement.** Applicants for the master's degree 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.** Applicants must order a transcript from each college and graduate school attended. If college work is incomplete at the time of application, a final transcript must be sent when final grades and degree conferral have been recorded.

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

8. **Application fee.** Applicants pay the $60 fee online at the time they submit the online application. This fee is not refundable.

9. **References.** Four letters of reference are required. 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. Recommendation forms to be completed by your references will be sent out electronically based on the information you provide.

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](http://www.fafsa.ed.gov), as well as the University’s Application for Loans and Federal Assistance at [sla.uchicago.edu/](http://sla.uchicago.edu/).

12. **Admission Decision.** There is an April 1 deadline for filing an application to the master's program and December 15 for the doctoral program. In the master's program, admissions decisions are made at 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 March 1.

13. **Admission Deposit.** Applicants who are admitted to the School must confirm their acceptance by submitting both an acceptance form and a $250 nonrefundable deposit to reserve their places in the School. This sum is credited toward Autumn quarter tuition.

Special Procedures for 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:

14. **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.
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.

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, will be approximately $57,000 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.

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.

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 at www.fafsa.ed.gov. The FAFSA should be completed as soon as possible after January 1.

Awards Administered By the School

Basic scholarship awards are made on the basis of merit and financial need. 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 merit and financial need 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.

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 a Scholarship Aid Application.
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 (Subsidized and Unsubsidized)

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. Schnäiderman 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 (http://bursar.uchicago.edu/tuition.html)

All payments of tuition and fees must be completed by the due date indicated on the bill from the Office of the Bursar. If a student has not paid any account in full that is due to the University by the end of the billing cycle, restriction of further privileges or services may follow. The fees listed here are for the academic year 2011-12.

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

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

3. University Student Health Insurance Plan (U-SHIP) (each quarter for 3 quarters):
   - Basic Plan (student only) $822
   - Prescription Advantage Plan (student only) $1,250
   - Basic Student + 1 Dependent (spouse/domestic partner/child) $2,257
   - Basic Student + 2 or more Dependents (spouse/domestic partner, children) $3,497
   - Prescription Advantage Student + 1 Dependent (Basic) $2,685
   - Prescription Advantage Student + 2 or more Dependents (Basic) $3,925

4. Student Life fee (each quarter) $284

5. Tuition per quarter for master's program:
   - Normal graduate program of 3 courses $12,564
   - EEP and part-time day program of 2 courses $8,982
   - 1 course $5,204

6. Tuition per quarter for doctoral program:
   - Scholastic Residence $12,564
   - Advanced Residence $4,957

Note 1. Pro forma status fee is $272 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 Lifetime 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 (fourth week of quarter) unless caused by the University.
Estimate of Expenses

Listed below are sample budgets for the 2011-12 academic year. These may help you assess your financial needs for the school year. The budget includes estimates for personal and living expenses. The budget figures are based on a modest standard of living (graduate student housing and few gourmet meals).

Estimates are based upon an academic year of three quarters and include food, shelter, laundry and cleaning, textbooks, incidentals, clothing, recreation, and commuting costs (for travel to and from field instruction only.)

- Tuition, $37,692
- Student life fee and student health insurance, $3,318
- Books/Supplies, $1,755
- Commuting to field placement, $2,380
- Room/Board, $13,590
- Personal and miscellaneous, $2,880

For a single student: $61,615

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

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

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

Master's degree students must take letter grades (A, B, C, D, or F) in at least 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 cumulative grade-point average of 2.50 must be achieved upon the completion of the first year of full-time study, or the completion of 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 3.0 cumulative grade-point average (on a 4 point scale). A student whose grade-point average falls below 3.0 in any 3 consecutive quarters 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.

Leave Of Absence
Students may take a leave of absence from the program for up to 1 year. Certain exceptions apply to doctoral students and are indicated in the Student Manual: University Policies and Regulations (http://studentmanual.uchicago.edu/academic/index.shtml#leaves_of_absence). 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 work 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. More information about the Leave of Absence policy is available in the SSA Student Policy Manual.

Transcripts And Certification
Students may request a transcript of academic record or certification of student status from the Registrar’s Office. A one-time 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 generally made with the student's Core faculty; post-Core assignments are made in association with the student's chosen concentration. Throughout their attendance at SSA, students are encouraged to engage any faculty member for advice or information regarding their interests or concerns. The Dean of Students web page is also available and may be of particular assistance regarding financial concerns, special programs, or special needs. www.ssa.uchicago.edu/dean-students

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

The staff of the SSA library is available to help students locate appropriate materials in the SSA library and elsewhere in the University library system. Orientation tours for new students are conducted by the librarian each Autumn Quarter. The SSA library is a unit of the University of Chicago Library System, 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 36 laptop computers for in-class instruction use. Each computer ofers 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. Students also have access to the Wireless internet that is available throughout the SSA building for use with their personal laptops. SSA employs its own in-house IT staff for technical support.

Students use the labs to work on their own assignments and research; they also use 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
(http://www.ssa.uchicago.edu/career-services)

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

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

To help provide networking opportunities, Career Services offers a database of more than 1,000 recent 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 and offers diverse employers in the Chicago area with full-time jobs and/or paid summer work opportunities to meet our students one-on-one. Throughout the year, Career Services will send notices electronically to students alerting them to internships, fellowships, and recruiting opportunities.

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

Career Advising and Planning Services (CAPS)
(https://caps.uchicago.edu/)

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

The office maintains a resource library of references, employment information, and guides to job hunting. Additionally, CAPS sponsors an on-campus recruiting program hosting a variety of 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.

Human Resources Services
(http://hrservices.uchicago.edu)

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

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 offer 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 undergraduate (third- and fourth year students) residents—about half from countries other than the United States—who are pursuing academic and professional degrees, preparing in the creative or performing arts, or training with international firms at Chicago institutions. International House promotes understanding and friendship among students of diverse national, cultural, and social backgrounds, provides facilities that can benefit social and cultural development of its residents, and serves as a center of cultural exchange between international students and the greater Chicago community. The building is designed...
to facilitate informal daily interactions among residents in the House's kitchen and dining room, Tiffin Room, courtyard, library, computer labs, and television lounges. These interactions make a major contribution to achieving the goals of the House. International House seeks residents who are willing to share their time and talent with the House community through its programs and activities. Scholarships and fellowships are available. All inquiries should be addressed to International House, 1414 East 59th Street, Chicago, Illinois 60637, 773.753.2280, [http://ihouse.uchicago.edu/](http://ihouse.uchicago.edu/). For further information about I-House programs, go to [http://ihouse.uchicago.edu/programs/](http://ihouse.uchicago.edu/programs/).

The University owns and operates more than 1,300 apartments located around and within the campus area. Graduate students who are single, married, or in a domestic partnership 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 apartments. Couples with children are given priority for the 2- and 3-bedroom apartments. Inquiries should be addressed to Residential Services, 5555 S. Ellis Avenue Room 108, Chicago, IL 60637, 773.753.2218 and [rshousing@uchicago.edu](mailto:rshousing@uchicago.edu). More information is available at: [http://rs.uchicago.edu](http://rs.uchicago.edu).

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 University Student Health Insurance Plan (U-SHIP) offered by the University, or
2. Completion of the insurance waiver form certifying that the student has insurance coverage comparable to the University Student Health Insurance Plan (U-SHIP). Insurance and waiver forms are available online at: [http://studenthealth.uchicago.edu/](http://studenthealth.uchicago.edu/).

**Automatic Enrollment**

Each year, students who fail to complete an insurance application/waiver form by the requisite deadline will be automatically enrolled in the University Student Health Insurance Plan (U-SHIP) Basic Plan and will be billed for that enrollment for the year. 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**

University Student Health Insurance Plan (U-SHIP) is available to all registered SSA students, except for students in the Extended Evening Program. Students may elect the Basic or Prescription Advantage coverage. 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 unmarried full-time students).

Information about plan benefits is available at [http://studenthealth.uchicago.edu/studentinsurance/](http://studenthealth.uchicago.edu/studentinsurance/). For questions about enrollment, contact the Student Insurance Coordinator, Room 231, 5801 South Ellis Avenue, Chicago, Illinois 60637, (773) 834-4543 (press Option #2).

**Student Life Fee**

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

Students who live more than 100 miles away from the University may waive the Student Life Fee by making this request to the SSA Dean of Students.
Summer Student Life Fee
Returning students and June graduates who remain in the Chicago area during the summer but are not enrolled in classes have the option to pay the Summer Student Life Fee for continued access to the Primary Care Service and Student Counseling Service. Students' family members already on the University Student Health Insurance Plan (U-SHIP) 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. Primary Care Service 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 http://studenthealth.uchicago.edu/immunization. Students who fail to meet this requirement by the third week of the quarter will be notified and their subsequent quarter 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 visit SSA’s website (www.ssa.uchicago.edu/clubs-organizations) for descriptions of the student associations.

Advocates’ Forum
African American Student Association
Community and Economic Development Organization (CEDO)
Disability Student Association
Doctoral Student Association
The Elephant
Feminist Student Association
International Social Welfare Student Association
Latino Student Association
Mediation Group
Moonlighters EEP Student Association
OUTreach: LGBTQ and Allied Social Workers
Pan Asian Student Association
SSA Christian Fellowship
SSA Thrivers Group
Student Advocate for Veterans Association (SAVA)
Student Alumni Representatives
Student Government Association at SSA

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 of eras a full range of programs and activities that engage its members with the School and that contribute to individual and institutional advancement.
2011-12 SSA Alumni Board of Directors

Jacob Dancer, AB ‘89, AM ‘04, President
Nicole Hrycyk, AM ‘04, Vice President
Patricia Molloy, AM ‘09, Secretary
Roxanne Alvarez, AM ‘00
Kristen H. Anderson, AM ‘08
Eric Brown, AM ‘08
Mary Byrnes, AM ‘77
Betty Davron, AM ‘64
Debra Dyer, AM ‘97
Peter Gaumond, AM ‘93
Crystal Gonzales, AM ‘09
Katherine Gregg, AM ‘07
Valerie Mc Daniels, AM ‘97
Wesley Mukoyama, AM ‘72
June A. Price, AM ‘08
Nathaniel Powell, AM ‘02
Osiris Rojas, AM ‘10
Angela M. Scott-Watkins AM ‘04
Monico Whittington-Eskridge, AB ‘92, 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, PDP workshops, review courses, and consultation groups 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 integration of theory, 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. However, it is understood that students’ main responsibilities are to their studies and field placement obligations. PDP events should be viewed as a supplementary offering to students’ academic experiences and as a resource throughout their professional careers.

Continuing education credit is available to meet state licensing requirements and to give recognition of personal initiative and growth. Specific program offerings are described on the PDP website: http://ssa.uchicago.edu/professional-development.
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.

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. Faculty members from the School of Social Service Administration are faculty partners with Chapin Hall and direct research under its auspices. SSA doctoral and master’s-level students form an integral part of many Chapin Hall research teams and are active participants in seminars and discussions. Please see the Chapin Hall website (www.chapinhall.org) for more information about its research, publications, and conferences.

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

Interdisciplinary Scholar Networks
This year, SSA launched a new initiative that will take its multidisciplinary problem-solving approach to a new level. The new Interdisciplinary Scholar Network initiative will bring together scholars across disciplinary and professional lines to generate innovative and more comprehensive knowledge aimed at addressing some of society’s most intractable social problems. Two networks have been established:

- Associate Professor Susan Lambert and Assistant Professor Heather Hill created the Employment Instability, Family Well-being and Social Policy Network. This research network will enhance the capacity of the field to study employment instability at the lower end of the labor market and to develop and evaluate interventions aimed at reducing employment instability and its effects on children and families.

- Associate Professor Dexter Voisin and Assistant Professors Alida Bouris and Matthew Epperson, created the STI and HIV Intervention Network (SHINE) to conduct research on the biological, behavioral and structural factors that heighten vulnerability to sexually transmitted infections and HIV among ethnic minority communities in the U.S. The Network will develop and evaluate interventions to alleviate existing STI/HIV disparities.
COURSES OF INSTRUCTION

MASTER'S LEVEL COURSES

30000. Social Intervention: Programs and Policies I, II
These two courses introduce all students to the design and implementation of social welfare interventions at the community, agency, and public policy levels. The courses use case material on policy issues that require a decision. It 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.
II. S. Carr, R. Fairbanks, J. Holton, V. Parks, M. Ybarra

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. Belamy, B. Borden, A. Bouris, M. Engstrom, M. Epperson, V. Fabbre, C. McMillen

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

30200. Social Intervention: Research and Evaluation
This course focuses on the generation, analysis, and use of data and information relevant to decision-making at the case, program, and policy levels. Students learn and develop skills in collecting, analyzing, and using data related to fundamental aspects of social work practice: problem assessment and definition; intervention formulation, implementation, and refinement; and evaluation. The course covers specification and measurement of various practice and social science concepts, sampling methods, data collection strategies, and statistical and graphical approaches to data analysis. This course is required of all first-year master's students. Students with strong research skills and education may take an exam. Passing the exam would qualify them to take 44501, 44505 or 48500 in the first year. Enrollment is limited to SSA students only.
J. Henly, S. McMillen, 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.
A. Jeong, A. McCourt, P. Myers, S. Rose, J. Tabone

40000. Clinical Intervention in Substance Abuse
This course is an introduction to the problem and some of the major methods of substance abuse intervention with adults. Students are introduced to the basic issues in substance use through readings, lectures, class assignments, and in-class activities. While pharmacotherapy will be addressed, the primary focus is on verbal interventions with empirical support. Participants will become familiar with classification and diagnosis of DSM-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

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 relationship in the therapy session. To varying degrees, these therapies are based on a
large body of knowledge developed over the past several decades in the study of verbal behavior. In this class, participants will be introduced to a behavioral conceptualization of phenomena such as emotion, memory, cognition, and beliefs. Discussion of these private behaviors will conclude in a presentation of a behavioral theory of the “sense of self”. For the remainder of the course, participants will revisit these concepts as they apply to discussion of three influential behavioral therapies. First, participants will become acquainted with specific clinician behaviors that foster the curative role of the therapist as articulated in Functional Analytic Psychotherapy (FAP) developed by Robert Kohlenberg. Second, participants will discuss the role of verbal behavior in human suffering and the “recontextualization” of painful private experience presented in Acceptance and Commitment Therapy 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

40404. Cognitive and Behavioral Approaches: Children and Families Behavioral and cognitive theories form the bases for many of today's evidence-supported clinical interventions for children and families. This course helps students understand these theoretical bases and how they are applied in (a) parent-management training programs for children with behavioral problems, (b) interventions for children and youth who have experienced trauma, and (c) clinical approaches for youth with severe emotional dysregulation. The course will 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.

C. McMillen

40522. Childhood Development This course is designed for first year students who are eligible for an advanced human behavior course. Students will have an opportunity to look in-depth at the developing child from infancy through pre-adolescence. Ideas will be examined such as attachment, separation, play, personality types, school readiness, and brain development. Gender and cross-cultural issues and their influence on child development will also be covered. The course will include seminal readings as well as contemporary theories and research. Students will observe children through live demonstrations, films, and assignments. Participants in the class will gain knowledge helpful in understanding children and families, but will also gain insight into the formation of the adult psyche.

M. Gibbs

40612. Psychotherapy with LGBT Clients This course is intended for students seeking to develop their clinical skills in the affirming treatment of Lesbian-Gay-Bisexual-Transgender (LGBTQ) clients. Course content will address both theoretical and practice considerations in providing psychotherapy to this population. An integrative perspective will be used to examine various presenting issues and related interventions. In addition, the use of various modalities (including individual, couples, family and group therapy) and the rationale for each will be assessed as part of treatment planning. Special emphasis will be given to psychodynamic theories in exploring the phenomena of transference and countertransference.

In an effort to help students conceptualize their work within a relevant sociocultural context, the history of LGBT clients in psychotherapy will be considered. Course activities will assist students in assessing what is unique or universal about clinical work with this population—and the importance of understanding this distinction. Considerations of healthy development across the life span for LGBT clients will be given special attention, as well as the role of a psychotherapist in facilitating this development. Throughout the class, case presentations and related discussions will serve to engage students in the application of course material.

J. McVicker

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, the 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 presenting problems are resolved. Special topics include: working with child and adolescent concerns, family diversity, the role of culture and spirituality/belief systems in families, and disenfranchised/multi-stressed families. A broad range of practice issues and guidelines are illustrated with videotape and case examples.
L. Anderson, P. Myers

40922. Cognitive Behavioral Therapy: Theory and Practice
Cognitive Behavioral Therapy 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 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. For clinical students completing a concentration requirement.
A. Bouris, M. Yasui

41000. Psychodynamic Practice Methods I (Also HDCP 41250.)
This course provides an introduction to contemporary psychodynamic thought and social work practice. The first part examines the defining features of the psychodynamic tradition and explores the growing emphasis on relational and social domains of concern in recent theory, research, and psychosocial intervention. Readings trace the development of psychodynamic understanding and social work practice, present the core concepts and essential concerns of the major schools of thought, and describe the empirical foundations of contemporary relational perspectives. The second part, 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 definitions and roles of particular cultures, client needs and self-determination, and the socially sanctioned role of the therapist; (2) introduce students to the basic principles of psychoanalytic psychotherapy through a phenomenological or experience-based approach; and (3) highlight the role of the therapist in considerations of theory and practice. The latter focuses on students’ fieldwork and related experiences. Following an introduction to psychoanalytic psychotherapy, the course examines the relational approach to psychodynamic practice, which highlights the clinician’s willingness to examine his or her role in the therapy relationship and regards the client as a crucial teacher and guide in the process. Prerequisite: SSAD 41000.
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. This 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.

J. Barden

41500. The Practice of Group Work
This course explores elements of group work practice in clinical and educational settings and includes experiential activities to build the group worker's skill/competence in leading groups. Students will participate in a brief, personal-growth small group to grasp important aspects related to becoming skilled group leaders. These aspects include: planning and preparing to lead the group; understanding leaders' roles and responsibilities; facilitating group dynamics to promote positive changes in participants; co-leading; designing group work curricula; and considering the ethical issues inherent in therapeutic group work.

B. Donohue

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.)

A. Brake

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 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. This 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.

S. 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 use users. The course will review the core concepts and essential features of substance use intervention including models for understanding substance use, the transtheoretical model of change, and countertransference. We will examine a range of contemporary approaches to substance use treatment including harm reduction, motivational interviewing, and relapse prevention, and review the literature related to the implementation of these practices in the field. Additionally, we will consider several special topics related to the intersection of mental illness and substance use, trauma and substance use, 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.

T. Devitt

42100. Aging and Mental Health

This course integrates the theories and practice skills needed for effective clinical work with older adults and their families. The developmental process of aging, fostering an alliance, overcoming stigma, use of self, therapeutic bias, and ethical dilemmas with this population are covered. 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.

M. Sanders
42401. Comparative Perspectives in Social Work Practice
Although many social workers endorse eclecticism as their preferred approach to practice, there is surprisingly little consideration of comparative perspectives that help clinicians think critically about differing theoretical systems and integrate elements from a variety of approaches in efforts to facilitate change and improve outcomes. The course introduces critical pluralism as an orienting perspective in an effort to sponsor practice across theoretical traditions, reviews the defining features of the major schools of thought, and presents an integrative approach to psychosocial intervention that draws on psychodynamic, cognitive, behavioral, and humanistic contributions. The first part examines representative models of psychosocial intervention, as set forth in psychodynamic, cognitive, behavioral, and humanistic traditions, and identifies the defining features of each school of thought as well as common elements, basic principles, and methods of intervention that operate across the systems. The second part introduces an integrative approach to psychosocial intervention informed by the work of Paul Wachtel, drawing on psychodynamic, cognitive, behavioral, humanistic, and systems perspectives. Limited to clinical concentration students or those with consent of instructor.

B. Borden

42500. Adult Psychopathology
The 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.

S. McCracken

42600. Diagnosing Mental Disorders in Children and Adolescents
Determining the nature of an individual’s mental health problem is the first step toward rational and effective intervention. In the case of children and adolescents, the critical task of formulating a diagnosis is further complicated by the currently shifting conceptualizations of the nature and determinants of pathology in these age groups. The 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.

S. McCracken

42700. Family Support Principles, Practice, and Program Development
The 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. The 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 across-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

43112. Loss, Grief and Bereavement
Loss and the resulting grief and bereavement that follow are ever present throughout the life span. Social work professionals need to be equipped, regardless of work settings, to effectively assess and respond to grief and loss issues. This course teaches the knowledge and skills to work with individuals and their families impacted by a loss with a particular focus on death loss. The course presents the current conceptual models of the grief response including meaning reconstruction, continuing bonds, task-based, two-track and the dual process. Students will learn how each model guides assessment and practice interventions. Rough case examination, experiential activities and audiovisual materials, students will explore evidence-based grief interventions. This course addresses the treatment and current controversies of challenging or prolonged bereavement. Cultural, ethnic, religious and spiritual influences on bereavement will be integrated into case discussion. Students will examine ethical issues specific to working with grieving clients and issues of self awareness and self care when working with loss. This course is based on a developmental and strengths perspective of loss, grief and bereavement.
P. Brinkman

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, conduct an electronic evidence search, assess the quality and usefulness of the research, design an intervention based on this evidence, and 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.)
A. Brake

43512. Advanced Seminar in Contemporary Group Practice
This course is specifically designed for students who have not taken other group courses at SSA and are seeking extremely experiential and applied learning. 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 structure of the course will also provide students with opportunities to engage in group activities/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

**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 multifaceted 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 cultural 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

**43712. Health Social Work**

Health Social Work is an advanced practice course designed for social workers who practice in healthcare settings. The four purposes of this course are: 1) to provide an overview of the varieties of social work direct practice in healthcare settings, 2) to provide a foundational understanding of the U.S. healthcare system where it frequently intersects with social work direct practice, 3) to explore areas where social work training is uniquely useful in delivering and administering healthcare services, and 4) to prepare students for career positions as health social workers and clinical leaders in health organizations.

While the themes of the course move from macro- to meso- to micro-levels, the course is essentially a micro-level class about direct practice. This is a class about how social workers can work effectively in health services systems. Each week will have a distinct focus on the diseases, disorders, and conditions health social workers most frequently encounter in practice. These units will involve learning about the disease incidence/prevalence in populations social workers are likely to serve, the psychosocial stressors associated with the disorder or condition, and specific, evidence-based clinical interventions that health social workers can benefit from using in practice. Case studies and practice vignettes will also be used in which students will be asked to assess the clinical presentation of a hypothetical client in a hypothetical setting, outline a logic model for specific clinical intervention for that client and context, and draw before-and-after ecomaps of how intervention should affect the client. This course will emphasize situational and “next-step” assessment useful across different healthcare settings and diseases. In-class exercises will also encourage sustained reflection on clinical topics important to students.

S. McMillin

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

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

DBT was one of the first cognitive behavior therapies to integrate mindfulness, acceptance and willingness into treatment regimens that traditionally focus on change and control. It is therefore considered a pioneering therapy in what is now called the “third wave” in behaviorism. This class is intended to provide students with advanced training in the principles and practice of DBT. To that end, via lecture, experiential exercises, 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 placed on experiential knowledge. Therefore, interested participants will be expected to make a basic set of commitments that expose them to may 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 will also be covered, along with controversial disability ethics concerns such as physician-assisted suicide and health care rationing.
R. Brashler

44112. Use of Self and Clinical Practice with Multicultural Populations
This course assists students in developing an increased awareness of self in order to more effectively intervene in the lives of diverse client populations. Drawing upon the sociological, psychological and social work literatures, particular emphasis is placed on the function of structural and social inequality as it relates to the interplay of difference and power associated with gender, sexual orientation, race and ethnicity, spiritual beliefs, social class, nationality and developmental and disabling conditions. Students explore these topics through examination of their own multiple identities and with the use of films, discussion groups and additional perspectives introduced by guest experts. Practice frameworks for exploring difference and intervening with diverse clients are examined. Enrollment is limited to 20 students.
D. Voisin

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.
J. McVicker

44501. Clinical Research: Using Evidence in Clinical Decision Making
This course teaches the skills necessary to develop and use information and data relevant to practice decision-making. A primary goal of this section is to encourage the development of more systematic and empirically-based clinical decision-making, with an emphasis on evidence-based practice (EBP). Students will develop skills to formulate practice questions, to conduct an electronic evidence search, to assess the quality and usefulness of the research, to design an intervention based on this evidence, and to evaluate the effectiveness of this intervention. Students will learn how to evaluate their practice using tools such as logic models, 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.
J. Marsh

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, M. Yasui
44612. Organization, Management, and Social Policy
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. The 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

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

44932. Treatment of Individuals with Serious Mental Illness
This seminar provides a foundation for social work practice with persons who have serious, long-term mental illness, with a particular emphasis on service delivery in community settings. We begin with an overview of the major categories of mental illness (schizophrenic disorders, bipolar affective disorder, and severe unipolar depression), highlighting in particular the subjective experience of these disorders. To set a context for practice in this area, we trace the evolution of the mental health care delivery system and grapple with relevant policy and service delivery issues. Subsequently, we shift our focus to the tasks of assessment, engagement, treatment planning, medication management, collaborating with and providing support to families, and rehabilitation interventions.
S. McCracken

45112. Contemporary Immigration Policy and Practice
Today's immigration debates have brought to the fore conflicting visions regarding what to do with an estimated 11.1 million undocumented immigrants and their families. The course will examine undocumented immigration from both micro (individual and family) and macro (our immigration policy) frames of understanding and interrogation. We will start with the broad question of what should we do with the estimated 11.1 million people presently living in the U.S. in unauthorized residency status, and then take a deeper look at the ways in which our laws and accompanying systems shape the everyday lives of undocumented individuals and mixed-status families. Finally, we will explore the challenges micro and macro social workers face in working within the intersection of immigration policy and peoples' lives, and how this work shapes our various possible roles as practitioners, policy makers, advocates and allies.
R. Gonzales

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. 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

45000. 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 analysis, cost-benefit analysis, 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

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
The 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.

P. Charles, D. Hass

46612. Special Issues 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. May be used to fulfill management distributional requirement in the Harris School. Prerequisite: GSBC 85600 or PPHA 46100 or SSAD 47500.

L. Botwinick

46712. Organizational Theory and Analysis for Human Services
This seminar explores the organizational aspects of social agencies, including the students’ field placement experiences. A major goal of the seminar is to help students develop an appreciation and understanding of the complex factors that affect organizational and worker effectiveness, service delivery patterns, and resource procurement and allocation. This is accomplished by applying diverse organizational theories and perspectives to the analysis of social service organizations. Topics include organization environment relations, organizational goals, power, structure and control, ideology and technology, and special topics.

S. Lambert, 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

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 wellbeing. 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. T is 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? School Social
Workers only. Others with consent of instructor.
S. Madison-Boyd

47300. Strategic Management: External Factors
T is 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. T e impact of market
data is experienced at multiple levels— from public policy maker to direct service staff — thus this course emphasizes both
micro- and macro-level concepts. T e 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
test samples 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

47432. Criminal Justice and Social Work Interface
As social workers, we strive for social justice by affecting social systems at numerous levels, and often through our work with
disadvantaged populations. T e U.S. criminal justice system has a tremendous impact on disadvantaged populations and,
as such, has much overlap with social work in terms of persons involved in both entities. However, social workers often are
inadequately trained to recognize this interface and to influence it in ways that lead to positive results for the client systems
they serve. T is course will extend our understanding of the U.S. criminal justice system, how it intersects with the social
work profession and client systems, and how social workers can promote social justice at this critical juncture. T e focus
of this course will be on adult criminal justice involvement; students who have interest in the juvenile justice system may
choose to focus on this population in their individual assignments. T is course is applicable to any student who wishes to
better understand how the criminal justice system interacts with the clients they serve (whether the student plans to work in
a criminal justice-specific setting or not).
M. Epperson

47500. The Health Services System
T is course provides an intensive overview of health services finance, economics, organization, and policy for students in
health administration. T e course also focuses on applied problems of health services management and policy, drawing on
theory and concepts developed in core courses. T e 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. T is 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
T is 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. T e 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

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

This course is designed to provide an overview of issues central to the theory and practice of human rights within the field of social work. Students will gain an understanding of the fundamental concepts of human rights - who has the rights, what they are rights to, who has the responsibility to ensure the rights are realized, and current violations of human rights domestically and across the world. The practical implications of these theoretical issues for international and domestic social worker practice will be explored and the coursework will provide opportunities to integrate field experiences.

A. Rynell

48112. Community Organizing

This is a class about community organizing and how organizing brings about collective action. A rough 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 development, organizing in and among diverse communities, coalition building, and policy implications of different approaches to community action. The course includes both historic and current examples of community action practice in Chicago and nationally. A rough 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 have the opportunity to learn, discuss, and employ these different organizing skills and techniques through in-class exercises and group projects.

V. Parks

48412. Nonprofits and Social Innovation

Human service nonprofit organizations today find themselves in a position of addressing rising community needs within a political and fiscal environment where program resources are increasingly scarce. Issues of consolidation and leadership transition create further challenges for human service nonprofit organizations. Combined, these factors place demands
on human service nonprofits that require new organizational strategies to manage successfully the shifting economic and political environment. This course will connect conceptual understandings of contemporary management practice to emerging organizational strategies and analytic tools intended to help human service nonprofits better serve their community, agency, and client groups. Intended to complement other course offerings in nonprofit management, this course will critically engage a variety of topics: social innovation and entrepreneurialism; performance measurement and returns on investment; scaling up programmatic efforts; knowledge transfer; revenue diversification; branding; social media and communication strategies. Course readings will include academic articles and book chapters, cases, and articles by thought leaders in the sector.

S. Allard

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 course 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 tabulating and graphing results, in the statistical program SPSS. Prerequisite: SSAD 30200 or faculty approval following research exam.

A. Banman, H. Hill, M. Roderick

48712. Community Economic Development: A Labor Market Perspective

This course approaches the study of community economic development from a labor market perspective, focusing on questions of employment and labor at the local level. The course examines how prevailing economic and political trends, such as globalization and deregulation, produce new forms of urban inequality and how actors at the community level respond to and challenge these trends. Of particular interest are the phenomena of low-wage work and new forms of labor market inequality that adversely affect disadvantaged workers, such as immigrants, people of color, and women. 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 economic inequality.

V. Parks

48800. Child and Family Policy

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

M. Courtney

49022. Health and Aging Policy

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

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. The 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 skills-building, and discussion and study of relevant theory from the organizational and social movement literatures.

J. Mosley

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.

J. Hayner

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
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.

S. McCracken

60300. Workforce and Workplace Development: Inequality in Employment

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

S. Lambert

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. The 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 of arts 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, and 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 problems 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. The 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
62012. Reconceptualizing Social Policy & Practice: An International Perspective
This course asks how contemporary social theory, particularly sociological frameworks, can help us to rethink some of the conceptual frameworks and ways of working that have traditionally underpinned social policy research and practice. Conceptual themes that will be explored in the course include citizenship and identity, space and time, research and representation, risk and discourses of disadvantage. The course will apply these themes to a series of case studies drawn from different contexts and regions. Substantive policy issues to be covered include the on-shore treatment of humanitarian refugees in the South Pacific, the political economy of debt in the lives of low-income earners in industrialized countries, basic income as a response to poverty in South Africa and 'poor bashing' the long-term unemployed in the US, the UK and Australia. It will include a focus on the benefits of linking cultural and economic justice considerations in social work assessments and community action plans, the importance of financial literacy for professionals working with financially excluded populations, and the need to acknowledge changing times and space in the lives of clients and citizens, for example in relation to new transitional spaces of employment and unemployment and extended life times and differentiated life courses. The discussion and analysis of each case study will pay attention to the local level of policy practice and the broader policy principles and theoretical insights that are relevant to each case. The implications of the case studies for social policy practice will also be discussed and evaluated.
G. Marston

62112. Cultural and Political Understandings of Youth
This course will explore multiple cultural and political understandings of youth—including those that distort and enhance adolescent life—and the ways in which those understandings are shaped by the intersection of institutions, policies and communities. To that end, we will examine the forms of marginalization and empowerment by institutions of the dominant culture, and highlight the ways in which youth are active agents in families, within communities, and within the realm of policy. The course will explore questions starting from the premise that youth engagement is not just important, but imperative in a democracy. We will examine current research and theory about youth civic engagement, and we will test the assumptions, conclusions, and implications of this research by relating it to a variety of local, national, and international youth programs.
R. Gonzales

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 ethnography is research that requires the researchers’ active participation in, as well as systematic observation of a community. However, what constitutes a community—and what qualifies people to claim some legitimate affiliation with one—are complicated questions, which will be addressed in the first part of this course. Through readings, discussions, and activities, we will find that researchers, social workers, and community members define “community” along a number of different lines, variously employing the terms of geography, history, ethnicity, intention, value, and/or identity to ground their definitions. We will also discover that how one defines community has much to do with how one approaches the research process.
In this course, we will give considerable attention to the idea of community as a field of social practice. At this, we will learn how one studies community as situated, collective action, which must be reproduced for some sense of communitas to survive. Accordingly, ethnographic and ethnohistorical methods of social research will be highlighted. Students will learn about the philosophy behind these modes of inquiry and acquire some of the concrete skills necessary to conduct this kind of work. As social workers and social work researchers, we will explicitly consider how community ethnography can aid in our various practice and policy endeavors. We will also discuss models of community research that are designed to allow university-based and community-based constituencies to share expertise, skills, and resources.
Y. Smith

62600. Philanthropy, Public Policy and Community Change
This course will examine the role philanthropy plays in supporting social and community change efforts designed to reform and/or enhance public policy. Patterns of giving, policy intervention strategies, structural issues, as well as programmatic opportunities and constraints will be illuminated. Course materials include policy analysis and contemporary American
social change efforts, as well as research examining pertinent policies and practices governing the field of philanthropy. Students will have opportunities to analyze proposals for funding, identify public policy and community change implications and opportunities and recommend new strategies. Student discussion and independent research is a major class focus. The learning experience will be enriched by presentations from practitioners involved in public policy reform activities and by foundation representatives engaged in funding those efforts.

E. Cardona

62700. Clinical Work in an International Context

International social work is a broad term that includes a range of practice settings and professional activities (macro-level practice with nongovernment human rights organizations to direct practice with immigrants and refugees in U.S cities). Effective international social work practice is anchored in a conceptual framework that orients the student to international human rights and social justice and a set of cross-cultural competencies informed by this framework. We will use case studies from a variety of countries to illustrate important contextual conditions (legacies of dominance and trauma, war, social determinants of mental health) and to inform discussion of sustainable models of collaborative, cross-cultural work (participatory action, use of interpreters). Students will be introduced to issues that impact international practice, such as secondary trauma and resilience, boundary setting across cultures and working in resource-poor conditions. Trauma-informed, systemic, and relational theoretical models will be examined for their usefulness in informing international practice.

M. Bunn

63000. Child Welfare Practice

This course focuses on child maltreatment and social work practice within the systems of care designed to help families and children when child maltreatment occurs. Students learn about the definitions, presentation, epidemiology, etiology, and social contexts of child neglect, child physical abuse, and child sexual abuse. The course highlights the special engagement, assessment and intervention issues related to each form of maltreatment and each of the major child welfare practice settings (in-home services, relative placements, non-kin family placements, congregate care, and independent living preparation programs). The course examines the evidence base for different child welfare practice interventions and the ways these interventions fit or don’t fit different cultural situations and the context of maltreatment. Students will gain more in-depth knowledge about a limited number of interventions proven to be effective.

C. McMillen

63100. Clinical Ethnography

In this class, students will engage with ethnographic approaches to studying clinical practices and programs. In addition to reading and critically responding to ethnographic texts, students will learn how to design their own clinical ethnographic studies around a question of interest to them. To this end, students will be exposed to a variety of field methods—from participant observation to ethnographic interviewing—with a special emphasis on the collection and analysis of clinical linguistic data.

Importantly, clinical ethnography centrally entails tracing out the cultural, historical and political dimensions of clinical practices. Accordingly, the course provides an opportunity for practitioners-in-training to critically reflect upon, as well as systematically investigate their field of practice.

S. Carr

63200. Crime Prevention

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

J. Ludwig
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.
D. Voisin

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

52700. Social Psychological Foundations of Individual Change
Whereas specific practice theories or evidence-based practices commonly anchor the study of interventions, our focus in this course will be the examination of social-psychological sources of change that are viewed as active ingredients in treatment effectiveness research (as well as others that are often treated as "noise" or error variance). That is, we will focus upon aspects of the person, the treatment, and the social environment that facilitate or impede positive change within the context of service delivery apart from the practice theory or model employed. Topics will include (a) individual factors such as processes of self-regulation and coping; concepts of change motivation; impediments to change such as stigma, psychological reactance, and social cognition; help-seeking, compliance, and treatment engagement; (b) clinician-level factors such as interpersonal responsiveness, attribution, expectancies and the helping relationship; and (c) treatment organizational factors such as norms, resources and comprehensiveness.
J. Marsh

53500. Dissertation Proposal Seminar
This seminar focuses on the development and discussion of dissertation proposals. Over the course of year, students will attend 15 2-hour workshops devoted to 1) formulating and refining research questions, 2) clearly presenting a methodological strategy, theoretical grounding, and relevant literature review, and 3) building a committee who will provide ongoing intellectual support. It is expected that each student will produce successively more complete documents, leading to full proposals, over the course of three quarters. Before the end of the year, each student will present a pre-circulated draft proposal for discussion and feedback.
S. Carr

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
**55200. The Profession of Social Work**

This seminar will consider the development of social work as a profession since the late 19th century. How and why did social work emerge as a profession? In what ways did developments in political and moral philosophy, philanthropy, social science theory, the growth of the welfare state, the development of other professions, and various political and economic forces shape the social work enterprise? This seminar will also involve an examination of the attempts over the past century to define what social work is, and what it is not. Is there a “mission” for the social work profession, and if so, what is it? What has been the role of social work education and research in the development of the profession? The seminar will also involve an examination of selected issues facing the profession today. The pursuit of answers to these questions will involve extensive reading and discussion of competing histories of the profession and seminal works by leaders in the field.

M. Courtney

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

H. Pollack

**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

**56601. Theory in Research**

This course is designed to introduce doctoral students to theorization and its role in the research process. The emphasis in the course will be on understanding the fundamental challenges posed by social-scientific investigation and their relevance to conducting research on policy and practice. Cutting across the disciplines are two classic traditions in the philosophy of social science that approach questions of knowledge, observation, and causation differently. We will examine both naturalist and anti-naturalist conceptions of ontology, epistemology, theory, and method, as well as efforts to develop a third tradition based on “critical realist” or “historical” approaches, to construct three major paradigms of social inquiry. These paradigms present different strategies for making connections between such basic issues as problem definition, theory construction, research design, empirical investigation, and evaluation. Following this basic overview, the course will focus on three different paradigmatic approaches to a single social problem to more fully illustrate the contrasts and potential complementarities 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.

B. Sites

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

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

S. Hans
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

58100. The Applied Research and Data Analysis Seminar
A description of this course will be available in the Deputy Dean’s office after September 1, 2011.
M. Roderick

59900. Individual Readings and Research
Staff
ALLARD, SCOTT W.  Associate Professor.  B.A., Minnesota; Ph.D., Michigan.  Fields of Special Interest: welfare policy and reform; poverty and inequality. Selected publications:


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**Benjamin, Jennifer.** (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:


**BOURIS, ALIDA.** Assistant Professor. B.A., University of California at Berkeley; M.S.W., M.Phil., Ph.D., Columbia University. 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:


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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:


COURTNEY, MARK E. Professor, B.A., University of California, Berkeley; M.A., John F. Kennedy University; M.S.W., Ph.D., University of California, Berkeley. Fields of Special Interest: welfare reform; child welfare services such as child protection, foster care, group care, and adoption; and the professionalization of social work. Selected publications:


Peters, Clark M., Amy Dworsky, Mark E. Courtney, and Harold Pollack. 2009. Extending foster care to age 21: Weighing the costs to government against the benefits to youth. Chicago: Chapin Hall at the University of Chicago.


Courtney, Mark E., Amy Dworsky, and Harold Pollack. 2007. When should the state cease parenting? Evidence from the Midwest study. Chicago: Chapin Hall All Center for Children at the University of Chicago.


Courtney, Mark E., Steven L. McMurtry, Katrin Maldre, Peter Power, and Andrew Zinn. 2004. An evaluation of ongoing services in Milwaukee County: Profiles and outcomes of newly opened cases. Chicago: Chapin Hall Center for Children at the University of Chicago.


Courtney, Mark E., Sherri Terao, and Noel Bost. 2004. Midwest evaluation of the adult functioning of former foster youth: Conditions of youth preparing to leave state care. Chicago: Chapin Hall Center for Children at the University of Chicago.


Courtney, Mark E., Steven L. McMurtry, Noel Bost, Katrin Maldre, Peter Power, and Andrew Zinn. 2003. An evaluation of safety services in Milwaukee County. Chicago: Chapin Hall Center for Children at the University of Chicago.


Dworsky, Amy, Mark E. Courtney, and Irving Piliavin. 2003. What happens to families under W-2 in Milwaukee County, Wisconsin? Chicago: Chapin Hall Center for Children at the University of Chicago.


Courtney, Mark E., Steven L. McMurtry, Noel Bost, Katrin Maldre, Peter Power, and Andrew Zinn. 2002. An evaluation of safety services in Milwaukee County. Chicago: Chapin Hall Center for Children at the University of Chicago.


Courtney, Mark E., Steven L. McMurtry, and Andrew Zinn. 2004. An evaluation of safety services in Milwaukee County. Chicago: Chapin Hall Center for Children at the University of Chicago.


Courtney, Mark E., Steven L. McMurtry, and Andrew Zinn. 2004. An evaluation of safety services in Milwaukee County. Chicago: Chapin Hall Center for Children at the University of Chicago.


Courtney, Mark E., Steven L. McMurtry, Noel Bost, Katrin Maldre, Peter Power, and Andrew Zinn. 2002. An evaluation of safety services in Milwaukee County. Chicago: Chapin Hall Center for Children at the University of Chicago.


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, with particular attention to trauma, HIV, incarceration and mental health; multigenerational social work practice with families;
grandparents caring for grandchildren; linking research and practice; and advanced quantitative methods.

Selected publications:


EPPERSON, MATTHEW W. Assistant Professor. B.S., Central Michigan; M.S.W., Gran Valley State; M.Phil., Ph.D., Columbia. Fields of Special Interest: Intervention research on co-occurring problems of HIV, substance abuse, mental illness, and criminal justice involvement, HIV prevention and epidemiology, substance abuse and mental illness, criminal justice affected populations, use of multimedia tools in intervention development and delivery, dissemination / translational research, criminal justice content in social work education. Selected publications:


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:


GONZALES, ROBERTO G. Assistant Professor. B.A., Colorado College; A.M., University of Chicago; M.A. and Ph.D., University of California – Irvine. Fields of special interest: immigrant incorporation and adaptation, the transition to adulthood of vulnerable populations, urban poverty, youth civic involvement, and Latino communities and families. Selected publications:


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


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. 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, Waldo E. 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:


Tsoi-A-Fatt, Rhonda, Waldo E. Johnson, and David Pate. 2010. We dream a world: The 2025 vision for America’s black men and boys. www.2025BM.org


Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services.


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


Lambert, Susan J., and Anna Haley-Lock. 2001. Opening the door to opportunity: Investigating lower-skilled jobs from an organizational perspective. The Project on the Public Economy of Work, School of Social Service Administration, University of Chicago.


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


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

Selected publications:


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:


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


Munson, Michelle R., and J. Curtis McMillen. Accepted for publication. Trajectories of depression symptoms among older youth exiting foster care. Social Work Research.


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. Selected publications:


Anasti, Teresa, and Jennifer E. Mosley. 2009. “We are not just a Band-Aid”: How homeless service providers in Chicago carry out policy advocacy. Chicago: University of Chicago School of Social Service Administration.


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


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


Pollack, Harold A. Helen Ross Professor. B.S.E., Princeton; M .P .P ., Ph.D., Harvard. Fields of Special Interest: HIV and hepatitis prevention of sorts for injection drug users; drug abuse and dependence among welfare recipients and pregnant women; infant mortality prevention; child health. Selected publications:

**Non-Peer-Reviewed Publications**

Pollack, H. A. “Put to the Test: Genetic screening is more accessible than ever, and health-care providers are scrambling to catch up.” *American Prospect*, October 2010.


**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:


Roderick, Melissa. 2005. Lessons for No Child Left Behind: What we have learned from ending social promotion in Chicago. Paper presented at Accountability, equity and democracy in the public schools: The No Child Left Behind Act and the federal role in education, Department of Educational Policy Studies, February 2-4, at the University of Wisconsin-Madison, Madison, WI.


Roderick, Melissa, Elaine Allensworth, and Jenny Nagaoka. 2004. How do we get large urban high schools to care about dropout rates and will No Child Left Behind help or hurt? Paper presented at Developmental, economic and policy perspectives on the federal No Child Left Behind act conference. Center for Human Potential and Public Policy, Harris School of Public Policy, May 6, at the University of Chicago, Chicago, IL.


Roderick, Melissa, Brian Jacob, and Anthony S. Bryk. 2000. Evaluating Chicago's efforts to end social promotion: Developing research designs and methodologies that take into account multiple levels of decision making and school and teacher effects. In The empirical study of governance: Theory, models and methods, ed. Lawrence Lynn et al.


Roderick, Melissa and Douglas Novotny. 1994. "Nothing I expected it to be": A summary report of focus groups and student essays on the transition to high school. Chicago, IL: The School of Social Service Administration, The University of Chicago.


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. Associate Professor. B.S., Wisconsin–Osh kosh; 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:

Rampage, Cheryl, Marina Eovaldi, Cassandra Ma, Catherine Weigel Foy, Gina Miranda Samuels, Leah Bloom.
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:

Voisin, D., Harriss, T., Crosby, R., Salazar, L., & Diclemente, R. In press. The relationship between use of psychotherapeutic medication and laboratory confirmed STDs among detained youth. Children and Youth Services Review.


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


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


ASSOCIATES

Adjunct Instructional Staff
Lynn Anderson
Aaron Banman
Jane Barden
Mary Jo Barrett
Sarah Ben-Shahar
Ann Bergart
Victor Bernstein
Laura Botwinick
Andrew Brake
Rebecca Brashler
Priscilla Brinkman
Mary Bunn
Evette Cardona
Don Catherall
Paja Charles
Tim Devitt
Binita Donohue
Sharon Dornberg-Lee
Vanessa Fabbre
Maggie Gibbs
Debra Hass
John Hayner
E. Paul Holmes
John Holton
Ansku Jeong
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Sybil Madison-Boyd
Kitty Mann
Alexandra Jane McCourt
Susan McCracken
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Deborah Puntenney
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Ann Raney
Scott Harnos Rose
Amy Ryndel
Dave Simpson
Yvonne Smith
Helene Snyder
Jiyoung Tabone
Kelli Underwood
Rick Volden

Core Field Consultants
Sarah Ahlm
Stefanie Bell
Gloria Cockerill
Lisa Couser
Karen Mertig
Kimberly VanderGriend

Clinical Practice Field Consultants
Leslie Banghart
Maggie Gibbs
Cynthianna Hahn
Jennifer Meade
Laura Orogun De Natale
Jessica Soos Pawlawski
Courtney Peterson
Pat Redd

Social Administration Field Consultants
Teresa Cortas
Natalie Tiilghman
Anne VanderWeele
FIELD AGENCIES 2011–12

This is not an exhaustive list of field agencies that SSA has relationships for the academic year. For more information, please contact Nancy Chertok at 773.702.1178.

826CH I
Access Community Health-Behavioral Health Services
Access Community Health Network—(Administration)
Access Community Health Network-SWAN Doula and Health Start Program
Access Living of Metropolitan Chicago
Advocate Illinois Masonic Medical Center—Department of Psychiatry Inpatient Unit
Age Options
Aging Care Connections
AIDS Foundation of Chicago
Alexian Brothers Behavioral Health Hospital
Alternatives, Inc.
Alzheimer’s Family Care Center
American Cancer Society—Chicago
American Medical Association—Aging and Community Health
American Red Cross of Greater Chicago
Apna Ghar
ARISE Chicago—Worker Center
Asian Human Services—Social Administration
Barr-Harris Children’s Grief Center
Casa Central—Violence Prevention and Intervention Program
Catholic Charities—Non Residential Children and Youth Services
Center for Advancing Domestic Peace, Inc.
Center for Community Arts Partnerships Columbia College Chicago—School Based
Center for Economic Progress—Local Programs
Center for New Horizons—Youth and Family Development
Center on Halsted—Second Year Clinical
Centro De Trabajadores Unidos: Immigrant Workers Project
Changing Worlds
Chapin Hall Center for Children at the University of Chicago
Chicago Alliance Against Sexual Exploitation
Chicago Area Project
Chicago Area Project—Department of Community Development Operations
Chicago Center for Violence Prevention at Chapin Hall—Social Admin
Chicago Child Care Society (Administration)
Chicago Child Care Society—Teen Parent Initiative
Chicago Children's Advocacy Center
Chicago Christian Industrial League—EEP
Chicago Coalition for the Homeless
Chicago Commons
Chicago Department of Family & Support Services—Office of Policy and Advocacy
Chicago Fair Trade
Chicago Foundation for Women
Chicago House
Chicago House—Case Management
Chicago House—Connect to Care Program
Chicago House—Family Support Program
Chicago House—I-4 Employment Program
Chicago Institute for Psychoanalysis—Center for Child and Adolescent Psychotherapy
Chicago Jobs Council
Chicago Justice Project
Chicago Lighthouse for the Blind or Visually Impaired—Seniors Program
Chicago Lights—Free Write Jail Arts and Literacy
Chicago Public Schools—Kenwood
Chicago Public Schools—Lake Calumet Elementary and Far South Side High School
Chicago Public Schools—Office of School Improvement—Non Type 73
Chicago Public Schools Office of Special Education and Supports
Chicago Public Schools—OSSES—Behavioral Health
Chicago Quest School
Chicago Read Mental Health Center
Chicago Women's Health Center
Chicago Youth Centers—Mentoring Children of Prisoners
Children's Home + Aid: Daniel F. and Ada L. Rice Child + Family Center—Clinical
Children's Home + Aid: Rice Child + Family Center
Children's Home & —Ecuentro/Bridges Program
Children's Memorial Hospital—Child & Adolescent Psychiatry
Children's Research Triangle—Clinical Therapy Program
ChildServ—Chicago
Columbia College Chicago—Student Counseling Services
Community Consolidated School District 21
Community Counseling Centers of Chicago—Outpatient
Community Counseling Centers of Chicago—Recovery Point
Community Health—Counseling Program
Community Health—Health Education Program
Community Health—Volunteer Services
Community Organizing and Family Issues (COFI)
Consortium on Chicago School Research at the University of Chicago
Cook County Circuit Court—Social Service Department
Cook County State's Attorney's Office
Cook County State's Attorney's Office—Criminal Bureau
Corazon Community Services
Corporation for Supportive Housing
Counseling Center of Lakeview 21st Century Seniors Program (Older Adults Program)
Daniel and Karen May Foundation
Deborah's Place
Department of Psychiatry—UIC Medical Center—Women's Mental Health Program
Developing Communities Project, Inc.
Dominican University
EdgeAlliance
Education Pioneers and Chicago Public Schools—Graduate School Fellowship
Edward Hines, Jr. VA Hospital
Elam Davies Social Service Center—(Fourth Presbyterian Church)
Enlace Chicago—Violence Prevention Program
Envision Unlimited (formerly CARC)
Erie Neighborhood House—Development and Communications Department
Erie Neighborhood House—2nd year social administration
Esperanza Community Services
Evanston Township High School
Ezra Multi Service Center
Ezra Multi-Service Center—Kesher Bavit Housing Program
Faith in Place
Family & Children’s Center
Family Focus Englewood—Chicago Safe Start
Family Home Health & Family Centered Hospice
Family Rescue
Family Shelter Service-SOCIAL ADMIN
Federation for Community Schools
Feeding America, formerly America’s Second Harvest
Field Foundation of Illinois, Inc. (The)
Friend Family Health Center
Gallistel Language Academy
Gary Comer College Prep Noble Street S. Campus (Charter High School)
Gary Comer Youth Center
Gateway Foundation—Men’s Residential Addiction Treatment Center
Grand Steps Illinois
Guiding Our Talented Youth Ahead (Christ Way MB Church)
Guild for the Blind
Heartland Alliance: Chicago Connections
Heartland Alliance—Youth & Residential Services
Heartland Health Outreach—Mental Health and Addiction Services
Heartland Human Care Services—Refugee and Immigrant Community Services
Heartland Human Care Services-Violence Recovery Services
Hinsdale Family Medicine Residency Program
Horizon Hospice
Housing Opportunities and Maintenance for the Elderly (HOME)
Howard Brown Health Center
Howard Brown Health Center—Broadway Youth Center
Humboldt Park Social Services (Center for Changing Lives)
Hyde Park Neighborhood Club
I.A.M.A.B.L.E Family Development Corporation
Illinois Action for Children—Research Department
Illinois Center for Rehabilitation and Education
Illinois Guardianship and Advocacy Commission
Illinois Mentor
Immigrant Child Advocacy Center at the University of Chicago Law School
Independence Center
Infant Welfare Society of Evanston
Inspiration Café
Inspiration Corporation—The Employment Project
Institute for Juvenile Research
Interfaith House
International Organization for Adolescents (IOFA)
Jesse Brown V.A. Hospital—Addiction Treatment Program
Jewish Child & Family Services (JCFS)
Jewish Child and Family Services-Program for People with Disabilities
Jewish Council on Urban Affairs
John H. Stroger, Jr. Hospital of Cook County—Department of Trauma
JUF Uptown Café at the EZRA
Juvenile Protective Association
Kenwood Academy Brotherhood
Kingsley Elementary School-District 58
KIPP Ascend Charter School
Korean American Community Services
La Casa Norte
La Rabida Children's Hospital & Research Center
Latino Policy Forum (formerly Latinos United)
Lawndale Christian Health Center — Maternal and Child Health Program
Lawrence Hall Foster Care Program
Lawrence Hall Youth Services
Lawyers' Committee for Better Housing
Legal Assistance Foundation of Metropolitan Chicago
Leyden Family Services & Mental Health Center — Aftercare Department
Liberty Junior High School
Lighthouse Academies, Inc.
Lincoln Park Community Shelter
Live Oak, Inc.
Living Room Café of Inspiration Corporation
Logan Square Neighborhood Association (LSNA)
Lorene Repogle Counseling Center
Mandell Legal Aid Clinic
Marjorie Kovler Center for Survivors of Torture
Maryville Academy
McGaw YMCA
Mercy Home for Boys and Girls
Mercy Housing Lakefront
Metropolitan Family Services — Adult Mental Health Outpatient
Metropolitan Family Services — Evanston, Family Support and Prevention Program
Metropolitan Family Services — Family Violence Intervention Program
Metropolitan Family Services — South Chicago Center (Community Schools)
Mikva Challenge Elections in Action
Misericordia Homes
Morton School Based Health Center
Muchin College Prep
National Able Network, Inc.
National Association of Social Workers
NeighborSpace
New Trier High School
Night Ministry — Youth Outreach Team
Niles Central Niles Township High School District 219
Niles Family Service
Niles North High School
Niles West High School
Noble Street College Prep
NorthShore Center
NorthShore Evanston Hospital Adolescent Day School
NorthShore Highland Park Hospital — Adolescent Day Program
NorthShore University Health Systems — Practice-Based Research Network
Northwestern CASA (Center Against Sexual Assault)
Northwestern Cognitive Neurology and Alzheimer's Disease Center
Northwestern Memorial Hospital — Department of Case Management (Clinical)
Northwestern Memorial Hospital — Stone Institute of Psychiatry Outpatient
Northwestern School of Law — Child and Family Justice Center (Bluhm Legal Clinic)
Oak Park Public Schools — Irving School
Ounce of Prevention Fund (The)
Outpatient Senior Health Center of U of Chicago (aka Windermere Health Center)
Parenthesis Family Center
PCC Community Wellness Center — Behavioral Health
PCC Community Wellness Center — PCC's AmeriCorps Program
Perspectives Charter School — Clinical
Perspectives Charter School IIT/Math and Science Academy
Perspectives Middle Academy
Pillars (also known as Fillmore Center for Human Services)
Polk Bros. Foundation
Prevent Child Abuse America
Rape Victim Advocates
Rehabilitation Institute of Chicago—Inpatient
Rehabilitation Institute of Chicago—Inpatient Services
Response Center—Clinical Social Work
Response Center—Medical unit
Resurrection Behavioral Health
Resurrection Behavioral Health at St. Mary & Elizabeth Medical Center
Riveredge Hospital
River Forest Public Schools—District 90
Rush University Medical Center—Older Adults Program—Bowman Center
Rush University—Bowman Health Center
Salvation Army—Intensive Rehabilitation Program
Salvation Army—Mobile Outreach
Salvation Army Evangeline Booth Lodge
Salvation Army Family and Community Services—Midway Office
Salvation Army—Harbor Light Center—Outpatient Counseling
Sarah’s Circle
Seasons Hospice & Palliative Care
SGA Youth and Family Services (Scholarship and Guidance Association)
Skokie School District 73 1/2
Smart Love Family Services—Clinical Services
Sonia Shankman Orthogenic School
South Central Community Services, Inc.—CAYIT
Southwest Youth Collaborative
St. Procopius Grade School
St. Vincent DePaul Center
Stroger Hospital of Cook County—Fantus Clinic
TASC Inc.—Mental Health Court Program
TBD
TCA Health, Inc.—Social Work
Teen Living Programs—Bronzeville Youth Shelter
Test Positive Aware Network (TPAN)—POWER, LIFT and Case Management
Thirty Million Words Project—University of Chicago
Thresholds—Mobile Assessment Unit: Chicago Transit Authority Team
Thresholds—Mobile Assessment Unit—Shelter Library Linkage
Thresholds—Rowan Trees
Thresholds—Young Adult Program
Trilogy
Turning Point Behavioral Health Center
U of C Hospitals—Department of Medicine
U of C Hospitals—Department of Social Work
U of C Hospitals—Hematology/Oncology
U of C Hospitals—Child Psychiatry
Uhlich Children’s Advantage Network—Clinical and Counseling Services
Uhlich Children’s Advantage Network—LGBTQ Host Home Program
Uhlich Children’s Advantage Network—Teen Parenting Service Network
United Way of Metropolitan Chicago
University of Chicago Charter School—Carter G. Woodson Charter School
University of Chicago Charter School—High School Campus (Community Schools)
University of Chicago Charter Schools—North Kenwood Oakland Campus (Community Schools)
University of Chicago—Collegiate Scholars Program
University of Chicago Crime Lab
University of Chicago—Global Health Initiative
University of Chicago—Harris School of Public Policy Studies
University of Chicago Medical Center—Department of Radiation Oncology
University of Illinois Chicago Family Clinic, Institute on Disability & Human Development
University of Notre Dame Legal Aid Clinic—Interdisciplinary Family Mediation and Translational Research Project
UNO—Major Hector P. Garcia M.D. Charter High School—Office of Student and Family Affairs
US Department of Housing and Urban Development, Office of Community Planning and Development, Chicago Regional Office
Veterans Resource Center
Vital Bridges NFP, Inc.
Vitas Innovative Hospice Care
Westlake Hospital—Medical
Willow House
Woodlawn Children's Promise Community—2nd Year
Year UP Chicago
YMCA—Community Schools Initiative
Youth Guidance—School Based Counseling
Youth Network Council
Youth Organizations Umbrella (YOU)
Youth Outreach Services—Combined Clinical and Social Admin
Youth Outreach Services—Melrose Park
YWCA of Metropolitan Chicago—Sexual Violence and Support Services
# SSA Calendar

## Autumn Quarter 2011

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Sept. 26</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>Sept. 30</td>
<td>Field Evaluations Due to Field Consultant (3rd year EEP students)</td>
</tr>
<tr>
<td>Oct. 3</td>
<td>Field Work Begins (2nd year students)</td>
</tr>
<tr>
<td>Oct. 4</td>
<td>Field Work Begins (1st year students)</td>
</tr>
<tr>
<td>Oct. 27</td>
<td>Field Learning Agreements Due to Field Consultant (Full-time Program)</td>
</tr>
<tr>
<td>Nov. 14</td>
<td>Field Learning Agreements Due to Field Consultant (EEP students)</td>
</tr>
<tr>
<td>Nov. 14-18</td>
<td>Winter Quarter Registration</td>
</tr>
<tr>
<td>Nov. 24-25</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>Dec. 2</td>
<td>Field Work Evaluations Due (Full-time Program)</td>
</tr>
<tr>
<td>Dec. 9</td>
<td>Quarter and Field Work End</td>
</tr>
<tr>
<td>Dec. 9</td>
<td>Autumn Quarter Convocation</td>
</tr>
<tr>
<td>Dec. 12-Jan. 2</td>
<td>Winter Break</td>
</tr>
</tbody>
</table>

## Winter Quarter 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Jan. 3</td>
<td>Classes and Field Work Begin</td>
</tr>
<tr>
<td>Jan. 16</td>
<td>Dr. Martin Luther King, Jr., Birthday Observeance</td>
</tr>
<tr>
<td>Jan. 31</td>
<td>Field Evaluations Due to Field Consultant (1st and 3rd year EEP students)</td>
</tr>
<tr>
<td>Feb. 20-24</td>
<td>Spring Quarter Registration</td>
</tr>
<tr>
<td>Mar. 9</td>
<td>Field Work Evaluations Due (Full-time program and 2nd year EEP students)</td>
</tr>
<tr>
<td>Mar. 16</td>
<td>Quarter and Field Work End</td>
</tr>
<tr>
<td>Mar. 16</td>
<td>Winter Quarter Convocation</td>
</tr>
<tr>
<td>Mar. 19-25</td>
<td>Spring Break</td>
</tr>
</tbody>
</table>

## Spring Quarter 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar. 26</td>
<td>Classes and Field Work Begin</td>
</tr>
<tr>
<td>May 18</td>
<td>Final Field Work Evaluations Due to Field Consultant (Full time 2nd year students and graduating EEP students)</td>
</tr>
<tr>
<td>May 25</td>
<td>Field Evaluations Due to Field Consultant (1st year EEP students)</td>
</tr>
<tr>
<td>May 28</td>
<td>Memorial Day Holiday</td>
</tr>
<tr>
<td>June 1</td>
<td>Final Field Work Evaluations Due (Full-time 1st year students)</td>
</tr>
<tr>
<td>June 1</td>
<td>Field Work Ends (2nd year Full-time and graduating EEP students)</td>
</tr>
<tr>
<td>June 8</td>
<td>Field Work Ends (1st year Full-time students)</td>
</tr>
<tr>
<td>June 8</td>
<td>Hooding Ceremony</td>
</tr>
<tr>
<td>June 9</td>
<td>Spring Quarter Convocation</td>
</tr>
</tbody>
</table>

* Calendar is subject to change.