THE UNIVERSITY OF CHICAGO

School of Social Service Administration Announcements 2012-2013
<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Officers and Administration</td>
</tr>
<tr>
<td>7</td>
<td>The Field and the School</td>
</tr>
<tr>
<td>15</td>
<td>Educational Programs</td>
</tr>
<tr>
<td>39</td>
<td>Admission Requirements</td>
</tr>
<tr>
<td>46</td>
<td>Tuition, Fees, and Financial Aid</td>
</tr>
<tr>
<td>51</td>
<td>SSA Resources and Services</td>
</tr>
<tr>
<td>58</td>
<td>University Resources and Services</td>
</tr>
<tr>
<td>67</td>
<td>Courses of Instruction</td>
</tr>
<tr>
<td>108</td>
<td>Faculty Publications</td>
</tr>
<tr>
<td>164</td>
<td>Associates</td>
</tr>
<tr>
<td>167</td>
<td>Field Agencies</td>
</tr>
<tr>
<td>176</td>
<td>SSA Calendar</td>
</tr>
<tr>
<td>178</td>
<td>Index</td>
</tr>
</tbody>
</table>
Officers and Administration

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Thomas F. Rosenbaum, Provost

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TBD, IRB Director, SSA and Chapin Hall

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Jennifer L. Bellamy, Ph.D., Assistant Professor
William Borden, Ph.D., Senior Lecturer
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<tr>
<td>Alida M. Bouris, Ph.D.,</td>
<td>Assistant Professor; Faculty Affiliate, Center for Human</td>
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<td>Potential and Public Policy</td>
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<td>Evelyn Z. Brodkin, Ph.D.,</td>
<td>Associate Professor</td>
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<td>E. Summerson Carr, Ph.D.,</td>
<td>Associate Professor</td>
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<td>Robert J. Chaskin, Ph.D.,</td>
<td>Associate Professor; Affiliated Scholar, Chapin Hall</td>
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<td>Yoonsun Choi, Ph.D.,</td>
<td>Associate Professor; Faculty Affiliate, Center for Human</td>
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<td>Potential and Public Policy and Center for the Study of Race, Politics and Culture</td>
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<td>Professor; Affiliated Scholar, Chapin Hall</td>
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<td>Matthew W. Epperson, Ph.D.,</td>
<td>Assistant Professor</td>
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<td>Robert P. Fairbanks II, Ph.D.,</td>
<td>Assistant Professor</td>
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<td>Roberto G. Gonzales, Ph.D.,</td>
<td>Assistant Professor; Faculty Affiliate, Center for Human</td>
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<td>Potential and Public Policy; Affiliated Scholar, Chapin Hall</td>
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<td>Deborah Gorman-Smith, Ph.D.</td>
<td>Professor, Faculty Affiliate, Center for Human Potential and Public Policy</td>
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<td>Colleen M. Grogan, Ph.D.,</td>
<td>Professor; Co-Director, Center for Health Administration Studies; Faculty Affiliate, Center for Health and the Social Sciences; Faculty Chair, Graduate Program in Health Administration and Policy</td>
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<td>Neil B. Guterman, Ph.D.,</td>
<td>Mose and Sylvia Firestone Professor</td>
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<td>Sydney L. Hans, Ph.D.,</td>
<td>Samuel Deutsch Professor; Chair, SSA Doctoral Program; Faculty Affiliate, Center for Human Potential and Public Policy</td>
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<td>Julia R. Henly, Ph.D.,</td>
<td>Associate Professor; Faculty Affiliate, Center for Human Potential and Public Policy</td>
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<td>Heather D. Hill, Ph.D.,</td>
<td>Assistant Professor; Faculty Affiliate, Center for Human Potential and Public Policy; Research Associate, Population Research Center</td>
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<td>Leyla Ismayilova, Ph.D,</td>
<td>Assistant Professor</td>
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<td>Waldo E. Johnson, Jr.,</td>
<td>Associate Professor; Faculty Affiliate, Center for Human Potential and Public Policy and Center for the Study of Race, Politics and Culture</td>
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<td>Susan J. Lambert, Ph.D.,</td>
<td>Associate Professor</td>
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<td>Jens Ludwig, Ph.D.,</td>
<td>McCormick Foundation Professor of Social Service Administration, Law, and Public Policy; Research Associate, Population Research Center; Director, University of Chicago Crime Lab; Faculty Affiliate, Center for Human Potential and Public Policy</td>
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<td>Jeanne C. Marsh, Ph.D.,</td>
<td>George Herbert Jones Distinguished Service Professor; Faculty Director, Center for Health Administration Studies; Faculty Affiliate, Graduate Program in Health Administration and Policy</td>
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<td>Stanley G. McCracken, Ph.D.,</td>
<td>Senior Lecturer</td>
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<td>J. Curtis McMillen, Ph.D.,</td>
<td>Professor</td>
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<td>Jennifer E. Mosley, Ph.D.,</td>
<td>Assistant Professor</td>
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<td>Virginia L. Parks, Ph.D.,</td>
<td>Associate Professor; Faculty Affiliate, Center for the Study of Race, Politics and Culture</td>
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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
Laurence E. Lynn, Jr., Ph.D., Sydney Stein, Jr., Professor Emeritus
Dolores G. Norton, Ph.D., Samuel Deutsch Professor Emerita
William Pollak, Ph.D., Associate Professor Emeritus
John R. Schuerman, Ph.D., Professor Emeritus
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.

Donna E. Barrows AM ’79
Charles G. Curie AM ’79
Peter H. Darrow JD ’67, Chair

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<td><strong>Bernie Dyme AM ’79</strong></td>
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<td><strong>Sunny Fischer AM ’82</strong></td>
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<td><strong>Betsy R. Gidwitz</strong></td>
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<td><strong>Mary Winton Green AM ’49</strong></td>
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<td><strong>Cynthia Greenleaf</strong></td>
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<td><strong>Ashley D. Joyce AM ’01, LCSW</strong></td>
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<td><strong>Iris J. Krieg AM ’75</strong></td>
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<td><strong>Stephanie D. Larsen, AM ’66</strong></td>
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<td><strong>Joseph G. Loundy AM ’69</strong></td>
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<td><strong>Amy S. Lubin AM ’75</strong></td>
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<td><strong>Linda Kelly Lymburn AM ’80</strong></td>
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<td><strong>Dr. Katharine (Kitty) Mann AM ’69, PhD ’99</strong></td>
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<td><strong>Ms. Nancy Newberger</strong></td>
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<td><strong>Thomas B. Puls, II AM ’78</strong></td>
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<td><strong>Susan P. Rosenson AM ’65</strong></td>
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<td><strong>Marilyn B. Rusnak AM ’71</strong></td>
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<td><strong>Brian P. Simmons</strong></td>
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<td><strong>Margaret Block Stineman</strong></td>
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<tr>
<td><strong>Dr. Lorraine R. Suzuki PhD ’73</strong></td>
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<tr>
<td><strong>Rev. Richard Tolliver</strong></td>
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<td><strong>David J. Vitale MBA ’76</strong></td>
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<td><strong>LIFE MEMBERS</strong></td>
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<td><strong>Daniel Alvarez, Sr.</strong></td>
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<td><strong>Judith S. Block</strong></td>
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<td><strong>Mrs. Shirley R. Brussell EX ’42</strong></td>
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<td><strong>Elizabeth M. Butler AM ’46</strong></td>
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<tr>
<td><strong>Frank M. Clark</strong></td>
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<tr>
<td><strong>Charles R. Feldstein AM ’44</strong></td>
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<tr>
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<tr>
<td><strong>Ann Dibble Jordan AM ’61</strong></td>
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<tr>
<td><strong>Elliott Lehman</strong></td>
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<td><strong>Beatrice Cummings Mayer EX ’47</strong></td>
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<td><strong>James T. Rhind</strong></td>
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THE FIELD AND THE SCHOOL

MISSION

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

PROFESSIONAL PURPOSE

Our educational program is grounded in the profession’s history, purposes, and philosophy. Founded in 1908, the School of Social Service Administration (SSA) is one of a handful of institutions that has helped define the profession of social work and the field of social welfare. SSA’s first leaders were activists in the Chicago settlement house movement, one of the main strands in what eventually became social work. Since its inception, while most early schools of social work concentrated on practical training for caseworkers, SSA’s leaders insisted on the need for a solid foundation in social science and social research as well. In the decades since, the emphases on social research and on applying the insights of social science to solving human problems have continued. The School continues to establish the connections between the social and behavioral sciences, research, and the real world of policy and practice. SSA’s interdisciplinary faculty is drawn from social work as well as from such related fields as economics, psychology, sociology, anthropology, political science, public policy, public health, and geography. Research at the School reflects this diversity and contributes to the development of social work knowledge.

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

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

Our values require that we behave ethically in both our personal and professional lives. Our ethical precepts encompass such matters as treating our clients with dignity, honoring human diversity and differences, never exploiting clients for our own interests, and always acting in the best interest of clients. This is accomplished through human relationships, honoring the value of integrity, and 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 use of scientific evidence, as well as the development and implementation of evidence-based policy and practice. Finally, our values require continued professional growth and development through life-long learning.

PROGRAM CONTEXT

UNIVERSITY OF CHICAGO

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

SSA’s first dean, Edith Abbott, said in 1920 when SSA became a full-fledged professional school, that “only in a university, and only in a great university, could a school of social work get the educational facilities that advanced professional students must have if they were to become the efficient public servants of democracy.” Our current President, Robert Zimmer, shares her sentiment and stated during his address during the 487th convocation, “The University of Chicago, from its very inception, has been driven by a singular focus on inquiry….with a firm belief in the value of open, rigorous, and intense inquiry and a common understanding
that this must be the defining feature of this university. Everything about the University of Chicago that we recognize as distinctive flows from this commitment.”

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

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

Zimmer continued,

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

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

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

CITY OF CHICAGO

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

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

THE GLOBAL CONTEXT

As social problems become ever more globally interconnected, SSA has adopted a strategic commitment to and begun the deliberate implementation of a robust international social welfare program agenda. Our program presently includes a significant focus on international social welfare by integrating cross-national and comparative content into our curriculum, developing study-abroad and internship placement opportunities for students, organizing lectures by international scholars visiting Chicago, hosting an annual visiting professor in international social welfare, and promoting scholarly and student exchanges in partnership with peer institutions abroad. With support provided by the University’s Provost’s Office, SSA has undertaken a permanent expansion of its faculty ranks, with a strategic focus placed on bringing in faculty with explicit expertise in global and international social welfare. Our first of several faculty hires in this emerging domain will join us beginning in 2012-13, with more anticipated in the near future. We run an annual, intensive, one-month study-abroad program on urban poverty and community practice for our master’s students in collaboration with the Tata Institute of Social Sciences (TIISS) in Mumbai, India, the oldest established School of Social Work on the continent of Asia. This program combines classroom instruction, field experience (with SSA students paired with TIISS students in a small set of community placements), seminar discussion, and informal engagement with students and faculty from both schools. The program includes a reciprocal exchange in Chicago, in which TIISS students engage in a parallel program to the one in India,
School of Social Service Administration

strengthening comparative learning across institutions and countries and building meaningful peer relationships. This work has also begun to generate research collaboration among faculty at both institutions.

Specific to China, SSA has established a relationship with colleagues at Peking University (PKU), the home to mainland China’s oldest and most well-established social work program. We have hosted PKU faculty at Chicago on two separate occasions and have visited PKU to share insights and orientations to social work curriculum and field education as well as to explore common research interests. We are currently discussing student and faculty exchanges with PKU along the lines of our program with TISS, with a tailored thematic focus on Chinese social welfare concerns. As with the TISS program, our exchange with PKU will be designed to maximize interaction and learning between Chinese and American students through a range of both formal curricular, field-oriented, and informal interactions, and to leverage the comparative perspective such an exchange might provide to think critically about social work practice and social welfare. In addition, with support from the University of Chicago’s recently established Beijing Center, SSA held a scholarly seminar and strategic planning workshop in June 2012, co-sponsored with our counterparts at Peking University. The seminar explored international perspectives on social policy and urban problems. The seminar brought together scholars from China, the United States, India and South Korea to explore knowledge about, policy responses to, and enduring questions focused on urbanization and globalization across particular substantive themes—education, health, children and youth, and poverty and development—and as they are playing out across these four national contexts. Following the seminar, a strategic planning workshop was held to discuss the possibilities for both dyadic and multilateral exchange and institutional relationships among participating institutions. The seminar and workshop were grounded in our developing relationship with PKU, expanded to include key relationships and potential partnerships with two other peer social work schools in other parts of Asia, at the Tata Institute of Social Sciences in India and Seoul National University in South Korea. SSA has also begun discussions with our counterparts at Hong Kong Polytechnic University School of Social Work (HKPU), a lead university to which the Chinese government has recently turned in order to assist in the planning phases of the expansion of social work education in China. We are planning a joint program focused on social development approaches to addressing poverty and inequality in China, organized to explore interventions in the United States, Hong Kong, and mainland China in comparative perspective. In addition to these developing relationships, the presence of the University of Chicago’s Beijing Center opens exciting opportunities to provide continued support for ongoing cross-national exchanges, seminars, and conferences, including hosting students and scholars from China, the United States, and other countries for varying periods of time.

The Vision

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

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

1. **Interdisciplinary focus**

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

2. **Scholarship and research**

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

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

3. **Person-in-environment**

The foundation of our curriculum is built on the assumption that all clinical social workers need to understand and appreciate the complexities of communities and organizational theory and practice, the policies that govern human services, and how to advocate for change in those systems. Similarly, students who are preparing for work at larger system levels need to know and understand the needs of those who seek our services; 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 importance of garnering rigorous evidence that informs practice.

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

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

**GOALS OF THE SCHOOL**

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

- to educate competent and effective professionals able to apply clinical, analytical, and organizational knowledge and skills to solve social problems and relieve the distress of vulnerable individuals through ethical practice in a rapidly changing global environment. This requires a learning environment that models respect for diversity and lifelong learners who can think critically about the world around them;

- to produce scholarship which enhances our understanding of the nature and sources of problems of individuals, families, communities, and society and of effective means of preventing and intervening with those problems;

- and to use the School’s resources to advance social justice and to serve its immediate community and the field of social welfare through the translation of knowledge into action. We aim to provide leadership both institutionally and through the efforts of individual faculty.

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

- to understand that the foundation of effective service lies in a grasp of the person-in-environment. Individual distress occurs in a social context involving the interaction of biological, psychological, familial, economic, community, and cultural factors;

- to understand that theories supported by empirical evidence serve as conceptual frameworks for examining individual distress, organizational functioning, community contexts, and social policies. These theories are drawn from multiple disciplines and become the foundation for a coherent framework from which to respond to human needs and promote social justice;

- to think critically and challenge the underlying assumptions, core values, conceptual frameworks, and evidence on which our professional knowledge is based;

- to engage in competent, ethical, and effective clinical social work clinical practice or social administration;

- and to become effective leaders in the fields of social work and social welfare.
Educational Programs

The Master of Arts Program

The Master of Arts program (http://ssa.uchicago.edu/masters-program), a two-year program that has been continuously accredited by the Council on Social Work Education and its predecessor organizations since 1919, prepares students for advanced professional practice.

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 (http://ssa.uchicago.edu/field-education) in their first year and another placement in their second year. No academic credit is awarded for life or work experience.
YEAR ONE

THE CORE CURRICULUM

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

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

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

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td>SSAD 30000</td>
<td>SSAD 30000</td>
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<td>SSAD 30100</td>
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<td>SSAD 32700</td>
<td>SSAD 30200</td>
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<tr>
<td>Fieldwork</td>
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*Social Intervention: Programs and Policies (30000).* This two-quarter course introduces students to the issues and problems associated with social welfare interventions at the community, agency, and policy levels. Students are expected to learn and develop competencies in analyzing the components of current policies, designing programmatic alternatives, anticipating substantive, operational, and political advantages and disadvantages, weighing benefits against financial costs, and making sound choices among imperfect alternatives. While focusing on public policies, the course will include consideration of the impact of policies and programs on individuals and families. The course will give students a thorough grounding in several critical areas of social work practice, including poverty and at least two social service areas such as mental health and child welfare.

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

Social Intervention: Research and Evaluation (30200). This course focuses on the generation, analysis, and use of data and information relevant to decision making at the case, program, and policy levels. Students learn competencies and develop practice behaviors related to the collection, analysis, and use of data related to fundamental aspects of social work practice: problem assessment and definition; intervention formulation, implementation, and refinement; and evaluation. The course covers specification and measurement of various practice and social science concepts, sampling methods, data collection strategies, and statistical and graphical approaches to data analysis. All incoming day students will take a research placement exam during the first week of classes to determine their research course. Students who pass the exam will be eligible to take a concentration research course in the first year, either clinical research (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 2012–13 academic year are listed below.

- 40622 Psychodynamic Perspectives in Practice with LGBT Clients
- 42100 Aging and Mental Health
- 42800 Clinical Intervention with Socially Vulnerable Clients
- 43300 The Exceptional Child
- 43622 Life Course Development: Immigrant Adolescents and their Families
- 43900 Disability: Medical, Ethical, and Psychosocial Issues
- 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
- 47432 Criminal Justice and Social Work Interface
- 47512 The U.S. Health Care System
- 47622 Community Development in International Perspective
- 47812 Human Rights and Social Work: Opportunities for Policy and Practice
- 60100 Drugs: Culture and 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, 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 provide service. Students develop beginning competence in direct social work practice through experience in engagement, assessment, intervention, and evaluation. Full-time students attend their internship for two days per week (16 hours) and complete 480 hours during the academic year. Students in the Extended Evening Program (EEP) attend their internships for one 8-hour or two 4-hour days during the work week (Monday-Friday) and complete 400 hours over the course of 12 months, including during the summer. Students in the Part-time Day Program begin field placements in the second year. Part-time Day students attend their first internship two days a week, (16 hours) and complete 480 hours during the academic year. Toward the end of Winter Quarter, students make selections for second year field placements. These selections will match their choice of concentration, either in a clinical practice setting or a social administration placement.

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 three days a week, for 3 quarters. EEP students are in the field for one 8-hour day or two 4-hour days per work 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.

YEAR TWO

THE CONCENTRATION CURRICULUM

The master’s curriculum provides the opportunity for developing knowledge and practice behaviors for advanced practice in two major areas of social work and social welfare: clinical social work and social administration. Students begin taking courses in their concentrations in Spring quarter of their first year. The clinical practice curriculum includes required and elective courses designed to develop competencies and practice behaviors for direct social work practice, which encompass a broad range of psychosocial services for a variety of problems. Students may choose to specialize in a specific area of practice (e.g., health, mental health, family and child welfare) or with a specific target population (e.g., children).
The social administration curriculum is designed to develop competencies and practice behaviors for social work in community organizations, management, advocacy, planning, policy development and implementation, and evaluation. Within the social administration concentration students can specialize by taking several courses in one area: Community Organizing, Planning, and Development, Non-Profit Management or Policy Planning, Analysis, and Advocacy.

**CLINICAL PRACTICE CONCENTRATION**

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

**Required Courses**

Students who elect the concentration in clinical practice take the following courses:

1. A two-quarter course sequence in one practice method, the first course emphasizing conceptual foundations and the second course emphasizing applications. Practice methods sequences include behavioral (40403 or 40404, and 40922 or 43800 or 63700), cognitive (41300 and 40922 or 40404), family systems (40800 and 41700 or 40212 or 64100), and psychodynamic (41000 and 41100).

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 Work Practice with Groups (62312) can also be taken to fulfill the one quarter course requirement.

3. One research class: 445xx Clinical Research or another research course if 445xx was taken in the first year.

4. One advanced human behavior in the social environment (HBSE) course.

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

A two-quarter course sequence in one practice method and at least one additional course in a different practice method sequence:

1. **Behavioral Approaches**
   - 40403 Fundamentals of Behavioral Therapy: Contemporary Approaches
   - OR
   - 40404 Cognitive and Behavioral Approaches: Children & Families
   - AND
   - 40922 Cognitive Behavioral Therapy: Theory and Practice OR
   - 43800 Skills for Conducting Psychotherapy with Chronically Distressed Persons OR
   - 63700 Acceptance and Commitment Therapy

2. **Cognitive Approaches**
   - 41300 Cognitive Approach to Practice
   - AND
   - 40922 Cognitive Behavioral Therapy: Theory and Practice OR
   - 40404 Cognitive and Behavioral Approaches: Children & Families

3. **Family Systems Approaches**
   - 40800 Family Systems Approaches to Practice
   - AND
   - 41700 Clinical Treatment of Abusive Family Systems OR
   - 40212 Couples Therapy OR
   - 64100 Essential Skills in Couple Therapy

4. **Psychodynamic Approaches**
   - 41000 Psychodynamic Practice Methods I
   - AND
   - 41100 Psychodynamic Practice Methods II
   - A one-quarter course in Evidence-based Clinical Practice (43212), Comparative Perspectives in Social Work Practice (42401), or Theoretical Foundations of Social Work Practice with Groups (62312) can also be taken to fulfill the one quarter course requirement.
   - Available as psychodynamic electives: Self Psychology and Social Work Practice (41200) Psychodynamic Perspectives on Spirituality (44301) and Psychodynamic Perspectives in Practice with LGBT Clients (40622).

II. Advanced Clinical Research

2012-2013 examples include:

- 44501 Clinical Research: Using Evidence in Clinical Decision Making
- 44505 Clinical Research: Integrating Evidence into Practice

If 445xx was completed in the first year, students must select a second research course. 2012-2013 examples include:

- 46412 The Evaluation of Social Welfare Programs and Policies
- 48500 Data for Policy Analysis and Management
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>62400</td>
<td>Community Ethnography</td>
</tr>
<tr>
<td>63800</td>
<td>Program Evaluation in International Settings</td>
</tr>
<tr>
<td>59200</td>
<td>Prevention Science</td>
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</tbody>
</table>

### III. Advanced HBSE

- 40300 Treatment of Children
- 41900 Treatment of Adolescents: A Contextual Perspective
- 42100 Aging and Mental Health
- 42500 Adult Psychopathology
- 42600 Diagnosing Mental Disorders in Children and Adolescents
- 43112 Loss, Grief & Bereavement
- 43300 The Exceptional Child
- 43622 Life Course Development: Immigrant Adolescents and their Families
- 44401 Sexuality across the Life Cycle
- 60100 Drugs: Culture and Context
- 61200 Introduction to Aging: 21st Century Perspectives
- 61600 Strategies Working with Infants, Toddlers, and their Parents
- 62112 Cultural and Political Understandings of Youth
- 63400 Economic Disadvantage across the Life Course
- 63900 Male Roles and Life Course Development in Family, Community, and Civil Society

### Electives

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

### Areas of Special Interest

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

Examples include, but are not limited to:

**FAMILY AND CHILD WELFARE**

- 41700 Clinical Treatment of Abusive Family Systems
- 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 Program of Study

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

SOCIAL ADMINISTRATION CONCENTRATION

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

Requirements
- Students who elect the concentration in social administration take the following courses:
  - 45400 Economics for Social Welfare
  - 46712 Organizational Theory and Analysis for Human Services
  - 46800 Political Processes in Policy Formulation and Implementation
  - 48500 Data for Policy Analysis and Management
Field Placement. The field placement enables students to develop competencies and practice behaviors related to social work in human service organizations. Students will develop a broad view of a social welfare problem and engage in advanced practice behaviors to respond to that problem.

Clusters and Elective Courses

In addition to the required courses listed above, the social administration concentration offers several other courses organized within three clusters: Community Organizing, Planning, and Development; Non-Profit Management; and Policy Planning, Analysis, and Advocacy. In choosing electives, students are strongly encouraged to focus their study by selecting the recommended courses from one of the clusters. In addition, students can participate in a Program of Study.

Community Organizing, Planning, and Development

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

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

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

Community Core

48300 Theories and Strategies of Community Change

Community and Context
Educational Programs

Seminar: Political Economy of Urban Development
Community Organization: Historical Contexts and Contemporary Challenges
Community Development in International Perspective

Selected Strategies

Urban Social Movements
Community Development in International Perspective
Community Economic Development: A Labor Market Perspective
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

Organizations, Management, and Social Policy
Nonprofit Organizations: Concepts and Practice
Nonprofit Organizations and Advocacy for Social Change

Methods courses

Strategic Management: External Factors
Nonprofits and Social Innovation
Financial Management for Nonprofit Organizations
Administrative Methods

Electives

Staff Development and Supervision: A Systems Approach
The Evaluation of Social Welfare Programs and Policies

Policy Planning, Analysis, and Advocacy

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

Foundation course

45600 Policy Analysis: Methods and Applications

One substantive elective from the list below

42912 Work and Family Policy: Policy Considerations for Family Support
44800 Urban Adolescents in Their Families, Communities, and Schools: Issues for Research and Policy
45112 Contemporary Immigration Policy and Practice
46412 The Evaluation of Social Welfare Programs and Policies
46622 Key Issues in Health Care: An Interdisciplinary Case Studies Approach
47222 Promoting the Social and Academic Development of Children in Urban Environments
47512 The U.S. Health Care System
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

PROGRAMS OF STUDY

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

Each of the Programs has prescribed requirements, either required courses or sets of courses from which students may choose. Importantly, each program combines 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.
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 (http://ssa.uchicago.edu/advanced-aoda) are:

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

**Required Courses:**

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

And either

- 41700 Clinical Treatment of Abusive Family Systems OR
- 43800 Skills for Conducting Psychotherapy with Chronically Distressed Persons OR
- 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.

**Evidence-based Practice**

Evidence-based Practice (http://ssa.uchicago.edu/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).

Family Support Program

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

Students interested in Family Support can be 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

The Graduate Program in Health Administration and Policy (GPHAP) (http://ssa.uchicago.edu/graduate-program-health-administration-policy) is unique among health administration programs in the United States. GPHAP allows students to earn either a Certificate in Health Administration and Policy or a Certificate in
Educational Programs

Health Administration and Policy with a Concentration in Global Health, while earning a degree in one of the participating graduate schools on campus: The Booth School of Business, the Harris School of Public Policy, the Law School, and SSA. GPHAP is an interdisciplinary program that draws faculty and students with a variety of perspectives on health care from across the university. Building upon the core training provided by the participating professional schools, GPHAP prepares leaders in health administration and policy by providing students with additional coursework and practical experience in the health care field. Through field placements or internships, students apply theoretical and analytical tools in a practical setting. All students must fulfill the core requirements of their respective schools, required courses for either of the GPHAP certificate programs, a practicum, and co-curricular activities. Students apply for this program of study in September of the year they are entering SSA.

GPHAP Certificate Program

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

Global Health Certificate Program

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

International Social Welfare Program

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

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

In collaboration with the Tata Institute of the Social Sciences Centre for Community Organization and Development Practice in Mumbai, SSA students have the opportunity to learn about key issues in international social welfare and gain academic and field experience in international social work practice. The program is open to students in the clinical or social administration concentration. There is an application process in spring quarter for interested students.
We currently offer courses which focus on international social work and social welfare, cross-national comparative perspectives, or implications that global processes may have on social work practice. Courses available at SSA in 2012-13 include:

43622 Life Course Development: Immigrant Adolescents and their Families  
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  
62700 Clinical Work in an International Context  
63300 International Perspectives on Social Policy and Social Work Practice  
63800 Program Evaluation in International Settings  
64200 Social Work and Social Development in Southern Africa: A Regional and Global Perspective

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

Older Adult Studies Program

To advance the preparation of geriatric social workers and to strengthen the quality of care given to a growing older population, SSA developed an Older Adult Studies program (http://ssa.uchicago.edu/older-adult-studies). Social workers bring a unique, multi-faceted perspective to working with older adults. Their education develops the capacity to respond to an older person’s need for support and intervention in multiple domains. Social workers bring an understanding of an older person’s strengths and resiliency as well as strong assessment, problem-solving, and advocacy skills. This program combines an understanding of the person-in-environment as well as an awareness of the web of institutional relationships linking the older adult to society and social policy. Students will learn competencies and develop practice behaviors to provide services and shape programs and policies dealing with older adults.

Students interested in working with older adults take either the clinical or social administration concentration, two required courses, and a placement in which they work with older adults. Students take Health and Aging Policy (49022) and Aging and Mental Health (42100) or Introduction to Aging: 21st Century Perspectives (61200). We offer a rotation model for field learning which provides the student maximum exposure to the aging person and the services and systems designed to support older people and their families.

Program on Poverty and Inequality

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

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

School-Based Programs

School Social Work (Type 73 Certification)

The School Social Work program (http://ssa.uchicago.edu/school-social-work) provides students with the knowledge, skills, values, and experience needed to develop competencies 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 Test of Academic Proficiency (TAP) 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 (http://ssa.uchicago.edu/community-schools) prepares social workers for new roles in schools. Community school leaders work on many levels within a school, developing effective after school and youth development programs, fostering effective school-community partnerships, and
developing effective school communities that promote the physical and mental health, emotional and social development, and educational development of youth. The Community Schools program builds on and links to our programs in community development and family support, but adds a substantive focus on education.

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

Students interested in preparing for Type 73 certification who are also in the Community Schools Program need to complete all of the requirements stated in the previous section.

**Violence Prevention**

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

Students interested in the Violence Prevention Program (http://ssa.uchicago.edu/violence-prevention) can take the clinical or social administration concentration. They will have a second year placement focused on violence prevention and will take Seminar in Violence Prevention (61100). In addition, students will take a relevant elective from the following list: Clinical Treatment of Abusive Family Systems (41700); Advanced Seminar on Violence and Trauma (42201); Child and Adolescent Trauma (60800); or Crime Prevention (63200). Students can also select an elective from other parts of the University.

**OTHER ENROLLMENT OPTIONS**

**Extended Evening Program**

The School of Social Service Administration offers a three-year Extended Evening Program (EEP) (http://ssa.uchicago.edu/extended-evening-program) to meet the educational needs of working adults. The program enables students to complete the Master of Arts degree requirements by attending classes part-time in the evenings during three years of continuous enrollment. EEP requires the same number of hours and credits in class and fieldwork as the Full-time Program.
Required courses are scheduled from 5:30 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. Students are in the field for one 8-hour day or two 4-hour days per week (Monday-Friday) including summers. The first year core placement requires 400 hours in the field. All students must successfully complete the core field placement requirement before registering for Winter quarter of their 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. This advanced placement typically begins in October of the second year, includes the summer, and continues throughout the third academic year. Students are encouraged to talk with their employers about the necessity of having some flexibility in their weekday schedules while in school. Students working in qualified agencies may be able to arrange one of the two field placements at their places of employment. The School will consider placing students in their agency of employment for first year Core or second year Concentration field placements provided certain safeguards can be established to insure that the educational quality of the experience is not compromised.

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

Financial aid and student loans are available for part-time study based on a combination of merit and need. Please review the Tuition, Fees and Financial Aid section (https://upcomingcatalog.uchicago.edu/ssa/tuitionfeesandfinancialaid).

Part-time Day Program

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

15-Month Accelerated Program

The 15-month program (http://ssa.uchicago.edu/15-month-accelerated-program) is designed for exceptional students who have graduated from an accredited baccalaureate social work program within the past five years. Enrollment in the
Accelerated Master’s Degree Program 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 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 (http://ssa.uchicago.edu/ab-am-program) 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. Those two courses may be taken in the Autumn and Winter quarters of the fourth year. Students should be aware that they will be taking nine courses in their fourth year: Four SSA Core courses, 3 additional SSA courses which must fill content requirements within the SSA Core curriculum, and 2 electives. These electives may be counted toward the College major with the approval of the Director of Undergraduate Studies in the major. Students will also 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.

Joint Degree Programs
SSA offers several opportunities for students to combine professional degrees to create a unique multi-faceted program. These joint or dual degree programs (http://ssa.uchicago.edu/joint-and-dual-degree-programs) link professional study in two complementary realms of expertise to provide the student with multiple tools and approaches to address the issues of social change. There are many practical advantages to the combined degree programs, including an interdisciplinary exploration of a field of interest and a wider range of career choices upon graduation. Generally, the combined degree programs allow students to fulfill the requirements of both degree programs in one year less than if pursued separately. Joint degree programs are available between SSA and the Booth School of Business, the Harris School of Public Policy, and the Divinity School. Dual degrees are also available between SSA and the Hyde Park Cluster of Theological Schools.

DOCTORAL DEGREE PROGRAM
Since 1920, the University of Chicago School of Social Service Administration has provided training for those interested in pursuing an academic career in social work and social welfare. SSA’s doctoral graduates are leaders in the field of social work and social welfare scholarship. The program is designed to deepen students’ mastery of both social science theory and research methods so that they are prepared to contribute to scholarly knowledge in innovative ways. The program accommodates students who are interested in developing and evaluating practice
methods and interventions as well as those interested in understanding social problems and accompanying institutional and political responses. The diverse theoretical approaches of SSA’s faculty 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 a substantive area of specialization. In consultation with a faculty advisor, each student develops a program of study that includes coursework, a qualifying examination, a pre-dissertation research project, and dissertation research. Doctoral students also have the opportunity to participate collaborate with faculty in their research and to serve as teaching assistants or instructors.

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

COMBINED PhD/AM

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

Supports for Students

Students in the doctoral program receive a stipend and full tuition and fees for 5 years. All admitted students are eligible to receive an $18,000 stipend each year in years 1 to 5. To qualify for this financial aid, students must:

1. maintain satisfactory progress, AND
2. limit any outside, paid employment to 15 hours a week.
In addition, students with stipends in their first and second year will be expected to work as a research assistant with an SSA faculty member for 10 to 12 hours a week; students in years 3, 4, and 5 can fulfill this work requirement through teaching and/or research. The School pays 82% of tuition during years 6 through 10.

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

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

Requirements for the PhD Degree

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

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

Students must pass a qualifying examination that assesses their understanding of the history and philosophy of social work as well as their understanding of core literatures in 2 of 8 conceptual domains that inform direct practice, policy, or organizational research. The examination process includes a take-home, open-book examination completed during a 1-week period at the end of the summer following the students’ second year. It also includes a short (15 page) paper that the student completes during that summer, with input from a 2-person faculty committee established by the student. The examination is based on reading lists developed by the faculty; individual students develop a brief supplemental reading list that they can also draw on in their short paper. The reading lists for the qualifying examination overlap with reading lists for courses offered at SSA.
Finally, students are required to successfully complete a dissertation research project. As the culmination of the doctoral program, the dissertation reflects the student's ability to use theoretical knowledge and analytic tools to add to what is known about social welfare and social work.

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

**Timeline**

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

**Timeline for Completion of Program Requirements**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year and Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework</td>
<td>Courses to meet degree</td>
<td>Courses to meet degree</td>
<td>Additional courses needed</td>
<td></td>
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<tr>
<td></td>
<td>requirements</td>
<td>requirements</td>
<td>for dissertation project</td>
<td></td>
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<tr>
<td>Qualifying Exam</td>
<td></td>
<td></td>
<td>Completed by beginning of year</td>
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<tr>
<td>Dissertation</td>
<td>Pre-dissertation research</td>
<td>Pre-dissertation research</td>
<td>Dissertation proposal</td>
<td>Dissertation data collection, analysis, writing, and defense</td>
</tr>
<tr>
<td>Assistantships</td>
<td>Research assistantship</td>
<td>Research assistantship</td>
<td>Teaching assistantship</td>
<td>Teaching assistantship</td>
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[Image]
**ADMISSION REQUIREMENTS**

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

The University’s Title IX Coordinator is:
Aneesah Ali
Associate Provost and Affirmative Action Officer
Admin 510
aali@uchicago.edu
773.702.5671

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

**ACADEMIC REQUIREMENTS FOR ADMISSION**

**MASTER OF ARTS**

The academic requirement for admission is a bachelor’s degree with a liberal arts background. It is expected that the quality of the undergraduate record will be
strong enough to ensure the candidate’s ability to do work for credit at the graduate level. Ordinarily, applicants with less than a 2.8 undergraduate grade-point average on a 4-point scale will not be considered without a period of successful post-bachelor’s social work employment. The Graduate Record Examination is not required; however, 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. At the beginning of the academic year, all incoming students are required to take a research exam. A student’s score on the exam will determine the level of the first-year research course.

Enrollment in the School is limited each year, and applicants are advised that the committee on admissions selects only those applicants who, in its judgment, appear best qualified and capable of using the resources that the School provides. The committee considers all evidence that may indicate academic and professional promise. Crucial factors in the admission decision include: special distinction in undergraduate work, volunteer or work experience in the field of social welfare, letters of recommendation, the written candidate’s statement, and outstanding achievements.

Transfer Students

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

Returning Students

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

1. **Candidate Statement:** Returning master’s degree students, applicants who were admitted within the last three years but did not matriculate, or applicants who reapply will need to submit a new application on-line. They should also prepare a candidate statement to the admissions committee updating the previous statement and describing interim social work education, experience, or activities.

2. **Letters of Recommendation:** You will need to submit two additional letters of recommendation.

3. **Transcripts:** Transcripts should be ordered and submitted on-line of any subsequent courses taken elsewhere.

4. **Fee:** You will not be charged another application fee.

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, other evidence of superior achievement, and interest in pursuing an academic appointment.

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

Some adaptations in admission requirements are made for students from other countries as follows:

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

2. Applicants whose native language is not English are required to take an English language proficiency examination. 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 ETS-TOEFL (Test of English as a Foreign Language), iBT Registration Office (http://www.ets.org/toefl/ibt/register), Box 6151, Princeton, NJ 08541-6151, USA (1-443-751-4862). 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.

INQUIRIES

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

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

APPLICATION DATES AND DEADLINES

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

Deadlines for the Master’s Program are December 1 for an early admission decision by February 15 and January 15 for an admission decision by March 15; the final application deadline for the Master’s Program is April 1.* It is strongly recommended that applicants meet one of the two earlier deadlines as the class may be full by April 1.

For the AB/AM Program, the application deadline is January 15 of your third year in the University of Chicago College.
The application deadline for the Doctoral Program is December 15 for an admissions decision by March 1.

The application for admission to the 15-Month Accelerated Program was posted online on June 1, 2012. The deadline for the Accelerated Program is October 15. Admissions decisions for the Accelerated Program for an admission decision by December 1.

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

**Steps in the Admission Process**

1. The Online Application is available at: https://grad-application.uchicago.edu/index.cfm. 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 addressing a social problem of importance to them and how a direct practice or policy intervention might provide a way to engage it, as well as specific short and long-term goals and how a social work education at SSA provides a way of achieving those goals.

3. EEP applicants should further discuss how they will accommodate the additional demands of course and field responsibilities with their full-time employment.

4. Applicants re-applying to the Master’s Degree Program should prepare a supplemental statement to the admissions committee updating the previous statement and describing interim social work education, experience or activities.

5. Doctoral degree applicants submit a statement describing study plans, career objectives, and reasons for applying to the School. Doctoral applicants are also required to submit an academic writing sample of no more than 25 pages. Instructions for writing these statements are provided in the online application.

6. **Transcripts.** Transcripts are required from every institution where an applicant has taken 3 or more courses—unless these courses and grades appear on the home institution transcript; this includes courses taken Pass/Fail. Applicants may submit unofficial transcripts only if they are accompanied by institutional grading and credit system information, most commonly found on the reverse side of paper transcripts. If your institution does not provide digitized transcripts, applicants may upload scanned paper transcripts to the online application. Please make sure to include the reverse side with the grading and credit system information. Alternatively, applicants may send paper transcripts to 969 East 60th Street, Chicago, IL 60637. If college work is incomplete at the time of application, a final transcript must be sent when final grades and degree conferral have been recorded.

7. Returning students and candidates who have applied previously should order transcripts of any subsequent courses taken elsewhere.
8. **Application fee.** Applicants pay the $60 fee online at the time they submit the online application. This fee is not refundable.

9. **References.** Four letters of reference are required. Applicants who have graduated within the last 5 years are encouraged to submit at least 1 academic reference. Professional and academic references are strongly encouraged. Applicants who are or who have recently been employed should include at least 1 reference from an employment supervisor.

10. **GRE scores.** GRE scores are not required for application to the master’s program but are required for application to the Doctoral Program. Applicants to the Doctoral Program are required to submit current (within 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.** SSA offers full and partial tuition scholarships. Applicants applying for financial aid from the University must answer all financial aid questions on the online application. Applicants who are applying for student loans must file both a Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov, as well as the University’s Application for Loans and Federal Assistance at sla.uchicago.edu.

12. **Admission decision.** There is an April 1 deadline for filing an application to the Master’s Program and December 15 for the Doctoral Program. In the Master’s Program, admissions decisions are made at 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 INTERNATIONAL APPLICANTS**

International applicants, whether attending a U.S. undergraduate institution or a college or university in their own country, follow regular application procedures as outlined above, except for the following:

1. **Application fee.** All applicants are required to pay an application fee of $60 in U.S. currency, by bank draft or postal money order. Personal checks are acceptable only if written on a U.S. bank. This fee is an official requirement for admission, and international governments will approve the release of funds for this purpose.

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

3. **Financial plan.** International applicants, once admitted, must submit a financial statement, itemizing sources of funds for maintenance and transportation, and must provide documented proof (certification by a bank or subsidizing agency or agent) of resources sufficient for their support during the two years. It is estimated that educational and living expenses, exclusive of travel to and from the student’s home country, will be approximately $64,000 for one year of study. International applicants to the Master’s Program will receive only nominal University gift aid. International applicants to the Doctoral Program are eligible for full University funding identical to their U.S. peers.

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

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


TUITION, FEES, AND FINANCIAL AID

ESTIMATE OF EXPENSES

Tuition for master’s students and Ph.D. students in scholastic residence enrolled full-time in the program (3 courses) during the 2012-2013 academic year is $39,201. An estimate of expenses a student in the full-time program will incur during the course of the school year (based on a nine-month budget with a modest standard of living) is as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$39,201</td>
</tr>
<tr>
<td>Student Life Fee</td>
<td>$930</td>
</tr>
<tr>
<td>One-time Lifetime Transcript Fee</td>
<td>$50</td>
</tr>
<tr>
<td>University Student Health Basic Insurance Plan (student only)</td>
<td>$2,757</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>$13,590</td>
</tr>
<tr>
<td>Personal Expenses</td>
<td>$2,880</td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
<td>$1,755</td>
</tr>
<tr>
<td>Commuting to and from field placement only</td>
<td>$2,067</td>
</tr>
<tr>
<td>Total for a single student</td>
<td>$63,230</td>
</tr>
</tbody>
</table>

SCHEDULE OF FEES

http://bursar.uchicago.edu/tuition1213.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 2012-13 academic year.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee (This fee must accompany the original online application for admission to the University. No part of this fee is either refunded or applied as an advance payment on other fees.)</td>
<td>$60</td>
</tr>
<tr>
<td>Advance reservation deposit (Credited to Autumn quarter tuition)</td>
<td>$250</td>
</tr>
<tr>
<td>University Student Health Insurance Plan (U-SHIP) (each quarter for 3 quarters): Basic Plan (student only)</td>
<td>$919</td>
</tr>
<tr>
<td>Plan Description</td>
<td>Cost</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Basic Plan + 1 Dependent (spouse/domestic partner/child)</td>
<td>$2,494</td>
</tr>
<tr>
<td>Basic Plan + 2 or more Dependents (spouse/domestic partner/children)</td>
<td>$3,850</td>
</tr>
<tr>
<td>Student Life Fee (each quarter)</td>
<td>$310</td>
</tr>
<tr>
<td>Dependent Life Fee (assessed each quarter - a dependent spouse, domestic partner, or dependent child age 14 and older is insured through U-SHIP)</td>
<td>$240</td>
</tr>
</tbody>
</table>

**Tuition per quarter for Master’s Program:**

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate program of 3 courses</td>
<td>$13,067</td>
</tr>
<tr>
<td>EEP and part-time day program of 2 courses</td>
<td>$9,341</td>
</tr>
<tr>
<td>1 course</td>
<td>$5,412</td>
</tr>
</tbody>
</table>

**Tuition per quarter for Doctoral Program:**

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholastic Residence</td>
<td>$13,067</td>
</tr>
<tr>
<td>Advanced Residence</td>
<td>$5,155</td>
</tr>
<tr>
<td>Extended Residence</td>
<td>$877</td>
</tr>
</tbody>
</table>

**Special service fee:**

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fieldwork registration per quarter</td>
<td>$25</td>
</tr>
<tr>
<td>One-time Lifetime Transcript Fee</td>
<td>$50</td>
</tr>
</tbody>
</table>

**Late fees:**

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late payment of fees</td>
<td>$100</td>
</tr>
<tr>
<td>Late registration</td>
<td>$100</td>
</tr>
<tr>
<td>Change in registration (A fee is charged for each change in registration made by a student after the officially scheduled change period (fourth week of quarter) unless caused by the University)</td>
<td>$50</td>
</tr>
</tbody>
</table>

**Pro Forma status fee (per quarter)** | $272

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

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

Master’s Students

SSA awards 95% of our master’s students with merit- and need-based tuition scholarships. Partial to full tuition scholarships are awarded. To be eligible for SSA scholarships, you must complete the SSA Scholarship form that is part of the application. Returning students reapply for SSA scholarships each year with 99% receiving a renewal.

Doctoral Students

All students admitted into the SSA Doctoral Program receive full funding, which covers up to five years of tuition and fees. In addition to institutional support, SSA doctoral students have been very successful in obtaining competitive fellowships, such as the CSWE Fellowships for Minority Students and NIH Dissertation awards. Through resources such as the Bernece Kern Simon Teaching Fellowship, SSA offers students training and teaching opportunities.

Application Process

The majority of our students use Federal Financial Aid in the form of student loans and work-study funds to bridge the gap between their SSA scholarship and the cost of attendance. To be eligible for federal financial aid, you must file a Free Application for Federal Student Aid (FAFSA) and a University of Chicago Application for Loans and Federal Assistance. The FAFSA should be completed as soon as possible after January 1.


Students may also supplement their SSA scholarship awards with loans and part-time employment. SSA students work closely with the University’s Student Loan Administration to facilitate the award of other sources of financial aid, including Perkins Loans, GradPLUS Loans and work-study.

Awards Administered by Organizations and Agencies Outside the School

Some students have obtained stipends or grants through state and private agencies. Resources for conducting a search for additional sources of funding may be found here: http://ssa.uchicago.edu/step-3-additional-resources.

Student Loans

Federal Stafford Loans

The subsidy on the Stafford Loan has been eliminated for graduate and professional students, effective with enrollment periods beginning on or after July 1, 2012. This means that if your enrollment will begin after Summer quarter 2012, you may apply for up to $20,500 in Unsubsidized Stafford Loans. The Subsidized Stafford Loan is no longer available for enrollment that begins after July 1, 2012.

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 2, 2012, graduate and professional degree students may
borrow up to $20,500 per academic year in unsubsidized loans. The interest rate is fixed at 6.8%. No fees are charged for unsubsidized Federal Stafford Loans to borrowers who use the University of Chicago as their lender.

**Federal Perkins Student Loans**

Federal Perkins Student Loans carry an interest rate of 5%. These funds are extremely limited, and the University cannot guarantee the availability of monies to all students who apply. Annual maximum amounts are determined by the amount of funds available. Students must be registered full time to be eligible for Federal Perkins Student Loans.

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

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

**Named University Loan Funds**

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

- The Constance Marcial Burroughs Loan Fund. This fund was named for a distinguished alumna of the Class of 1951 who received an Alumni Citation Award from SSA in 1975.
- The Helen M. Crittenden Fund. Established in 1945 as a loan fund for the benefit of SSA students.
- The Phil Hovda Emergency Student Loan Fund. Established in 1994 from gifts of over 200 alumni, these loan funds are given in the name of SSA’s former Dean of Students and alumnus of the class of 1971 upon his retirement after 20 years of service.
- The Milton Hyman Student Loan Fund. Established in 1991, these loan funds are given in the name of an SSA field instructor and alumnus from the class of 1947.
- The Rhoda Sarnat Student Loan Fund. This fund honors a distinguished graduate of the Class of 1939.
- The George and Agnes Schael Loan Fund. Established in 1982 by George Schael in honor of his late wife, Agnes, EX ’35.
- The SSA Alumni Loan Fund. Established in 1935 as a loan fund for the benefit of SSA students.
• The Willa Webber Lee Student Loan Fund. Established for a distinguished alumna from the Class of 1945.

• The Jeanne F. Westheimer Loan Fund. Established by Jeanne Westheimer, A.M. ’40, as a loan fund for the benefit of SSA students.

• The Bliss Hospital Administration Fund, the Clay Hospital Administration Fund, the George Gund Foundation, the Kellogg Foundation Hospital Administration Fund, and the R. Schneiderman Memorial Fund are available to SSA students who are in the GPHAP program.

Note: Regulations governing student loan programs have varied significantly in recent years. Current information regarding terms, repayment, and eligibility may be obtained from University Student Loan Administration, The University of Chicago, 970 East 58th Street, Room 411, Chicago, Illinois 60637, 773.702.6061.
SSA RESOURCES AND SERVICES

SSA RESOURCES

LIBRARY

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

The staff of the SSA library is available to help students locate appropriate materials in the SSA library and elsewhere in the University library system. Orientation tours for new students are conducted by the librarian each Autumn quarter. The SSA library is a unit of the University of Chicago Library System, incorporating the main Joseph Regenstein Library and several departmental libraries including the John Crerar Science Library and the D’Angelo Law Library.

SSA CAFE

http://dining.uchicago.edu/

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

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

COMPUTER LABORATORY

SSA provides a computer laboratory that is equipped with 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 offers the latest software provided by the University for coursework, and any applications required by classes at SSA. In addition, the lab computers have high-speed connections to the Internet for browsing and email services. Students also have access to the Wireless internet that is available.
throughout the SSA building for use with their personal laptops. SSA employs its own in-house IT staff for technical support.

Students use the labs to work on their own assignments and research; they also use 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.

SERVICES

ADVISING

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

CAREER SERVICES
(http://www.ssa.uchicago.edu/career-services)

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

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

To help provide networking opportunities, Career Services offers a database of more than 1,000 recent 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.
Throughout the year, Career Services will send email notices to students alerting them to internships, fellowships, and recruiting opportunities.

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

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 at: http://ssa.uchicago.edu/professional-development.

Organizations

Student Associations

The student associations of SSA provide students with the opportunity to express their views on a variety of issues of importance to the School and the profession of social work, while also providing the student body with a system of mutual support. SSA student associations take an active role in the discussion of academic, professional, and political issues in the School. Student associations also sponsor various social activities that enrich the graduate school experience. All registered master’s students are members of the SSA Student Government Association, and all registered doctoral students are members of the SSA Doctoral Student Association. Listed below are the student associations currently active within the School. Please visit SSA's website (www.ssa.uchicago.edu/clubs-organizations) for descriptions of the student associations.

Advocates' Forum
African American Student Association
Colleges Aligned Against Sexual Exploitation
Community and Economic Development Organization (CEDO)
Disability Student Association
Doctoral Student Association
The Elephant (Diversity Organization)
Feminist Student Association
International Social Welfare Student Association
Latino Student Association
OUTreach: LGBTQ and Allied Social Workers
Pan Asian Student Association
Student Advocate for Veterans Association (SAVA)
Student Alliance for Mental Health and Wellness
Student Alumni Representatives
Student Government Association at SSA

The Alumni Association

Established in 1929, SSA’s Alumni Association (http://www.ssa.uchicago.edu/alumni-association) strengthens and maintains links between the School and its more than 7,000 graduates. The Alumni Association furthers the interest of alumni, provides a bridge between alumni and the School, and promotes the School’s goals and objectives through volunteer service and generous financial support. The Alumni Association offers a full range of programs and activities that engage its members with the School and that contribute to individual and institutional advancement.

2012-13 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
Geneva Dodson, AM ’08
Debra Dyer, AM ’97
Peter Gaumond, AM ’93
Crystal Gonzales, AM ’09
Katherine Gregg, AM ’07
Valerie McDaniels, AM ’97
Wesley Mukoyama, AM ’72
June A. Price, AM ’08
Nathaniel Powell, AM ’02
Osiris Rojas, AM ’10
Alison Weston, AM ’08
Monico Whittington-Eskridge, AB ’92, AM ’96
Advocates’ Forum

The University of Chicago School of Social Service Administration Advocates’ Forum (http://www.ssa.uchicago.edu/advocates-forum-student-journal) is one of only a few student-run social work journals in the country. It provides SSA students with an opportunity to express their scholarly interests, through carefully written and researched articles on innovative topics in the field of social service. Advocates’ Forum welcomes articles in all areas of social work, including clinical practice, administration, and current social welfare policy. Created 15 years ago, the journal represents the tradition of academic excellence.

We hope this publication will serve to inform social workers in all areas of practice of the administrative and clinical interests of master’s students, and we also intend for the journal to support SSA students in communicating effectively and participating in the valuable exchange among students and professionals in the field.

SSA Magazine and newsletter

SSA Magazine (http://www.ssa.uchicago.edu/ssa-magazine) features articles of interest to anyone working in the social work and social welfare policy fields, primarily featuring the research of SSA faculty and accomplishments of SSA alumni. It is published twice a year and is mailed to alumni, donors, foundations, friends of the School, students, faculty and staff. During the academic year, a quarterly newsletter (https://ssa.uchicago.edu/meSSAges) that complements the magazine and includes timely notices about events and media placements is emailed to the SSA community and various external audiences.

Social Service Review

Founded in 1927, Social Service Review is committed to examining social welfare policy and practice and evaluating its effects. Providing multidisciplinary analyses of current policies and past practices in the United States and elsewhere, SSR publishes critical research from social welfare scholars and practitioners, as well as from experts in other fields. Articles include a wide array of topics such as child welfare, health care, social welfare policy, homelessness, the organization of services and communities, clinical practice, and juvenile delinquency. In addition to thought-provoking essays, SSR provides book reviews to keep readers informed of current critical research.

The University of Chicago Press offers subscriptions at reduced rates for SSA students and alumni. Social Service Review is edited by 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.

Research Centers

Center for Health Administration Studies
The Center for Health Administration Studies (CHAS) (http://www.ssa.uchicago.edu/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 (http://www.ssa.uchicago.edu/chas-events) 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.

**Chicago Center for Youth Violence Prevention**

The Chicago Center for Youth Violence Prevention brings together researchers, community representatives, practitioners and policy makers committed to understanding and reducing youth violence in poor, inner-city communities in Chicago—communities with some of the highest rates of youth violence in the country. The core work of the center is guided by the perspective that the most effective way to combat youth violence is to coordinate empirical "pre-intervention" work designed to understand the risk and development of such violence and to rigorously evaluate preventive interventions conducted both under tightly controlled conditions (i.e., randomized control efficacy trials) and in real world settings (i.e., effectiveness trials). Understanding that context is central to the work of the center is meaningful, in that the characteristics of the neighborhood and community are important in both reducing risk of youth violence and developing effective interventions.

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

**Crime Lab**

The University of Chicago Crime Lab (http://crimelab.uchicago.edu) 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 (http://ssascholars.uchicago.edu/einet) (EINet). This research network will enhance the capacity of the field to study employment instability at the lower end of the labor market and to develop and evaluate interventions aimed at reducing employment instability and its effects on children and families.

- Associate Professor Dexter Voisin and Assistant Professors Alida Bouris and Matthew Epperson created the STI and HIV Intervention Network (http://ssascholars.uchicago.edu/shine) (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 United States. The Network will develop and evaluate interventions to alleviate existing STI/HIV disparities.
The University of Chicago Library serves the primary research and study interests of faculty, students, and staff. One of the country’s foremost research libraries, it is a vital center in the intellectual culture of the University and a rich academic resource for the scholarly community.

The University Library is a unified system consisting of six libraries that house resources in a variety of formats. The Library resources include over 10 million print and electronic volumes, over 30 million manuscript and archival pieces, and 440,000 maps and aerial photographs. Other resources include a large number of major sets of microform materials, electronic indexes and abstracting services, and a wide variety of full-text electronic books and journals. For more information about the University of Chicago library—its collections, services, and electronic resources—please visit www.lib.uchicago.edu, or call the Library Administrative Office at 773-702-8740.

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

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

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

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

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

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

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

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

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

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

LIVING ACCOMMODATIONS

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

Neighborhood Student Apartments
The University owns and operates numerous apartment buildings located around and within the campus area. Graduate students, who are single, married, or in a domestic partnership, and who are registered and making normal progress towards their degree are eligible to live in Neighborhood Student Apartments. Apartment sizes range from studios to large three bedroom apartments, furnished or unfurnished, in walk-up or elevator buildings. Parking lots are available at some buildings. Options for single students include single occupancy and shared apartments. Couples with children are given priority for the two- and three-bedroom apartments. Inquiries should be addressed to Neighborhood Student Apartments Assignment Office, 5316 South Dorchester Avenue, Chicago, IL 60615, 773-753-2218.

New Graduate Residence Hall
New Graduate Residence Hall is home to more than 120 students, primarily in the business and law schools. Housing at 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. Inquiries about New Graduate Residence Hall should be addressed to Neighborhood Student Apartments Assignment Office, 5316 South Dorchester Avenue, Chicago, IL 60615, 773-753-2218.

International House
The International House of Chicago was founded in 1932 through a gift from John D. Rockefeller, Jr., in the aim of fostering understanding and friendship among students of diverse national, cultural and social backgrounds. It is a coeducational residence for students from about fifty countries. Each year, the House accommodates up to 500 graduate and advanced undergraduate (third and fourth year) residents—nearly half from 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. In addition to providing affordable rooms in a gracious building, International House sponsors a rich variety of activities throughout the year and serves as a dynamic center of cultural exchange between international students and the greater Chicago community.
The community kitchen equipped with ranges, microwaves, toasters, and walk-in refrigerators and freezers enables students to cook their own foods and serves as a lively crossroads of international cuisine and fellowship. International House also offers a dining service featuring a moderately priced à la carte menu in its Tiffin Café (no meal plan). The building itself is designed to encourage informal daily interactions among residents—in the House’s main lounge, kitchen, dining room, café, courtyard, library, computer labs, and television lounge. Residential fellowships are available. For further information about International House or for an application, please visit the website: ihouse.uchicago.edu. Students with additional questions may call the Residence Office at 773-753-2280, or send an email to: i-house-housing@uchicago.edu.

**Private Housing**

The private housing market in the neighborhood around the University is generally very tight. Students interested in private housing should plan to look for accommodations well in advance of the start of school. The University does not have an off-campus housing office, nor does it maintain listings of inspected and approved private housing. Students who prefer housing outside the University system must come to Chicago to secure accommodations—it is virtually impossible to obtain private housing by telephone or through the mail.

**Child Care and Schools**

A wide variety of day-care and baby-sitting options are available in the Hyde Park-South Kenwood area. Students with children, especially those who live in University housing, frequently form cooperative day-care networks in their buildings. Many graduate student spouses provide baby-sitting in their homes and advertise their services on campus bulletin boards. There are many fine nursery schools in Hyde Park, including one run by the University. The University of Chicago helps students find childcare through Action for Children, formerly The Day Care Action Council of Illinois, a resource and referral agency. Action for Children is a private, not-for-profit agency, which operates a resource and referral service. Action for Children can be reached at 312-823-1100. Their website is www.actforchildren.org (http://catalog.uchicago.edu/ssa/universityresourcesandservices/http://www.actforchildren.org). It is important to remember that this is a referral service only and the University does not recommend or endorse any particular provider.

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

For further information on nursery, elementary, and secondary schools, contact Graduate Student Affairs, Administration Building, 5801 South Ellis Avenue, RM 226-A, Chicago, IL 60637, 773-702-7813.
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 South 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.

CAMPUS BUS SERVICE

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

The Midway Shuttle (170) runs Monday through Friday during rush periods only. It serves the University buildings south of the main quadrangles, including the School of Social Service Administration, the Harris School, and the Law School. Buses run every 20 minutes.

An evening bus service is also available for University students, faculty, and staff. Evening buses run throughout the Hyde Park-Kenwood neighborhood on 30-minute schedules departing from Regenstein Library (North and East Route) and the Reynolds Club (Central and South Routes). Drivers will stop upon signal to either pick-up or discharge passengers along any of the established routes. Maps and schedules are available at a number of campus locations, including the University Bookstores (campus and Gleacher Center), the Reynolds Club, Regenstein Library, the Bursar’s office, and the Chicago Card office.

The NightRide program is an on-call shuttle system serving University students, faculty, and staff during the late-night hours. The shuttles do not follow a route, but operate on a first call, first serve basis. NightRide hours and coverage can be found at http://safety-security.uchicago.edu/transportation/transportation/saferide.shtml.
An express bus service to downtown is also available on Friday and Saturday evenings. For more information call 773-795-6108, email bus@uchicago.edu, or visit the University’s transportation page (http://visit.uchicago.edu/transportation.shtml/#transit).

SAFETY AND SECURITY

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

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

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

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

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

UNIVERSITY OF CHICAGO STUDENT HEALTH CARE

Health Insurance Requirement

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

1. Automatic enrollment in the University Student Health Insurance Plan (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/page/insurance-2012-2013.

Immunization Requirements
By State of Illinois law, all students are required to present proof of immunity to rubella (German measles), measles (rubeola), mumps, and tetanus/diphtheria. Primary Care Services notifies all new students of the requirement and provides instructions for compliance. The exact requirements vary for each disease and are different for international students. Information and immunization forms can be accessed at http://studenthealth.uchicago.edu/page/immunization-compliance. 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.

Automatic Enrollment
Each year, all eligible students are automatically enrolled in U-SHIP and will be billed for that enrollment for the year. Students have the option to waive U-SHIP by providing proof of comparable alternate insurance. Students approved to register for classes after the waiver deadline must submit an insurance waiver form at registration time. Failure to do so will result in automatic enrollment in U-SHIP. The waiver deadline for the 2012-13 academic year is October 26.

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

The Student Insurance Coordinator
Room 231
5801 South Ellis Avenue
Chicago, Illinois 60637
(773) 834-4543 (press Option #2)
e-mail: uchicagoadvocates@uhcsr.com

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

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

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

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

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

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

This list is correct as of September 1, 2012. For the most current and searchable catalog of all SSA courses, please visit: [http://www.ssa.uchicago.edu/course-catalog](http://www.ssa.uchicago.edu/course-catalog)

**Master’s Level Courses**

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

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


**II.** E. S. Carr (http://ssascholars.uchicago.edu/e-carr), R. Fairbanks (http://ssascholars.uchicago.edu/r-fairbanks), R. Gonzales (http://ssascholars.uchicago.edu/r-gonzales), V. Parks (http://ssascholars.uchicago.edu/v-parks), M. Ybarra (http://ssascholars.uchicago.edu/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.

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

30200. Social Intervention: Research and Evaluation

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


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. McCourt (http://ssa.uchicago.edu/alexandra-jane-mccourt), P. Myers (http://ssa.uchicago.edu/pete-myers), S. Parikh (http://ssa.uchicago.edu/shipra-parikh), R. Winitzer (http://ssa.uchicago.edu/rebecca-winitzer)

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 (http://ssascholars.uchicago.edu/s-mccracken)

40212. Couples Therapy

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

P. Carroll (http://ssa.uchicago.edu/pam-carroll) and D. Catherall (http://ssa.uchicago.edu/donald-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 (http://ssa.uchicago.edu/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 suggests that one of the most important factors associated with successful treatment is the relationship between the client and therapist. Traditionally, focus on the therapeutic relationship has been the purview of experiential and psychodynamic therapies. However, in the past ten years, three behavioral models of psychotherapy have been introduced that focus on the relationship in the therapy session. To varying degrees, these therapies are based on a large body of knowledge developed over the past several decades in the study of verbal behavior. In this class, participants will be introduced to a behavioral conceptualization of phenomena, such as emotion, memory, cognition, and beliefs. Discussion of these private behaviors will conclude in a presentation of a behavioral theory of the “sense of self.” For the remainder of the course, participants will revisit these concepts as they apply to discussion of three influential behavioral therapies. First, participants will become acquainted with specific clinician behaviors that foster the curative role of the therapist as articulated in Functional Analytic Psychotherapy (FAP) developed by Robert Kohlenberg. Second, participants will discuss the role of verbal behavior in human suffering and the “recontextualization” of painful private experience presented in Acceptance and Commitment Therapy developed by Steven Hayes. Finally, participants will be introduced to the therapeutic dialectic of acceptance and change as outlined in Dialectical Behavior Therapy (DBT) developed by Marsha Linehan. The goals of the course will be to briefly introduce participants to FAP and ACT and to provide an overview of the principles and strategies of DBT that explicitly address the diffuse, troubling experiences presented by most chronically distressed individuals.

P. Holmes (http://ssa.uchicago.edu/paul-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 prods students to think about what children and youth need from their environments in order to develop healthy thinking and behavior. The course also emphasizes the purposeful and necessary use of relationship in cognitive and behavioral practices in ways that demonstrate respect, challenge children and youths’ cognitions about themselves, and help children and youth approach new relationships in healthier
ways. Within these larger intellectual contexts, the course explores the substantial cultural challenges of these approaches.

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

40622. Psychodynamic Perspectives in Practice with LGBT Clients

This course is intended for students seeking to develop their clinical skills in the affirming treatment of Lesbian-Gay-Bisexual-Transgender (LGBT) clients. Course content will address both theoretical and practice considerations in providing psychotherapy to this population. A psychodynamic 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.

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 (http://ssa.uchicago.edu/jason-mcvicker)

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.

T. Dwyer (http://ssa.uchicago.edu/timothy-dwyer), D. Gorman-Smith (http://ssascholars.uchicago.edu/d-gormansmith), P. Myers (http://ssa.uchicago.edu/pete-myers), G. Samuels (http://ssascholars.uchicago.edu/g-samuels)

40922. Cognitive Behavioral Therapy: Theory and Practice
Cognitive Behavioral Theory is a major practice theory that integrates the theoretical perspectives and therapeutic techniques of Cognitive Theory and Behavioral Theory. As such, CBT focuses on changing cognitions, changing behavior and on supporting client’s to develop coping skills. This course is designed to provide students with a basic understanding of CBT and to assist students with implementing CBT perspectives and techniques in their own practice. Lectures and course readings will review different considerations and applications of CBT with children, adolescents, adults, and vulnerable populations. Through lectures, readings, and assignments, students will learn skills to conduct assessment, intervention, and evaluation of clients from a CBT perspective. The relationship between theory and practice is emphasized, as is the empirical evidence supporting the use of CBT to effectively address a range of emotional and behavioral problems with diverse populations. Critiques of CBT will be discussed. Course assignments will emphasize the practical application of CBT techniques in practice. Students will be expected to implement CBT methods with a selected client and to record the therapeutic process. For clinical students completing a concentration requirement.

M. Yasui (http://ssascholars.uchicago.edu/m-yasui)

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

This course provides an introduction to contemporary psychodynamic thought and social work practice. The first part examines the defining features of the psychodynamic tradition and explores the growing emphasis on relational and social domains of concern in recent theory, research, and psychosocial intervention. Readings trace the development of psychodynamic understanding and social work practice, present the core concepts and essential concerns of the major schools of thought, and describe the empirical foundations of contemporary relational perspectives. The second part, focused on clinical practice, introduces principles of treatment and methods of intervention from an integrative relational perspective. Readings examine approaches to assessment, establishment of the therapeutic alliance, formulation of goals, representative forms of communication, use of interactive experience, and termination procedures. Presentations of clinical perspectives encompass a range of vulnerable groups and emphasize realistic, flexible use of strategies in view of varying levels of functioning, coping capacities, support systems, and social environments. Critical pluralism is introduced as an orienting perspective that sponsors dialogue among multiple theoretical traditions and helps social workers consider differing approaches in light of the pragmatic concerns and core values of the profession.

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

41100. Psychodynamic Practice Methods II

This course is designed to: (1) explain the underlying theory and resultant practice of psychoanalytic psychotherapy as a contextually-based activity that reflects definitions and roles of particular cultures, client needs and self-determination, and the socially sanctioned role of the therapist; (2) introduce students to the basic principles of psychoanalytic psychotherapy through a phenomenological or experience-based approach; and (3) highlight the role of the therapist in considerations of theory and practice. The latter focuses on students’ fieldwork and
related experiences. Following an introduction to psychoanalytic psychotherapy, the course examines the relational approach to psychodynamic practice, which highlights the clinician’s willingness to examine his or her role in the therapy relationship and regards the client as a crucial teacher and guide in the process. **Prerequisite:** SSAD 41000.

A. Raney (http://ssa.uchicago.edu/ann-fisher-raney)

41200. Self Psychology and Social Work Practice

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

**Staff**

41300. Cognitive Approach to Practice

This course is based on the assumption that workings of the mind, brain, and environment must all be taken into consideration when working to understand and improve human experience. 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 as well as integrating more recent research findings in attention, emotion, and mindfulness.

N. Martinez (http://ssa.uchicago.edu/noriko-martinez)

41500. The Practice of Group Work

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

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

41600. Public School Systems and Service Populations

This course familiarizes students with the origin and history of school social work, the organization of American public schools, the current role of the social worker in a variety of public school settings, and the populations served by school social workers. Students address issues such as working with parents and the community, crisis intervention, group treatment, child neglect and abuse identification and reporting, services to culturally and economically diverse populations, and current policy issues impacting K-12 education. The class format includes group discussions and relevant readings. Prerequisite: Enrollment limited to students 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 (http://ssa.uchicago.edu/andy-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 is concerned with family abuse, substance abuse, conflict, power, and the processes in which these patterns maintain themselves. This course focuses on theoretical and clinical application of a multiple systems model when working with abusive family systems. The model is designed to intervene in the societal, family, and individual contexts of the client. The classes include a mix of theoretical information and specific clinical interventions. Classes are a mixture of didactic material, videotape example, and group discussion. The course includes a broad exploration of the following areas: child sexual abuse, spouse abuse, child physical abuse, eating disorders, and drug and alcohol substance abuse.

M. Barrett (http://ssa.uchicago.edu/mary-jo-barrett) and K. Underwood (http://ssa.uchicago.edu/kelli-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 (http://ssa.uchicago.edu/susan-mccracken)
42001. Substance Use Practice

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

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

42100. Aging and Mental Health

This course integrates the theories and practice skills needed for effective clinical work with older adults and their families. The developmental process of aging, fostering an alliance, overcoming stigma, use of self, therapeutic bias, and ethical dilemmas with this population are covered. 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 are identified. Concrete service delivery and care management, as well as individual, family, and caregiver interventions, are addressed. The class format includes didactic material, case examples, films, and group discussions.

S. Dornberg-Lee (http://ssa.uchicago.edu/sharon-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 (http://ssa.uchicago.edu/jeff-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 also to promote the health and potential of children and adolescents. Learning objectives will be achieved through analysis of selected readings, class discussion, multimedia presentations, and experiential activities.

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

42401. Comparative Perspectives in Social Work Practice

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

42500. Adult Psychopathology

This course covers the description, classification, evaluation, and diagnosis of the adult psychiatric disorders described in the Diagnostic and Statistical Manual of Mental Disorders (DSM-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 (http://ssascholars.uchicago.edu/s-mccracken)

42600. Diagnosing Mental Disorders in Children and Adolescents

Determining the nature of an individual’s mental health problem is the first step toward rational and effective intervention. In the case of children and adolescents, the critical task of formulating a diagnosis is further complicated by the currently shifting conceptualizations of the nature and determinants of pathology in these age groups. This course will focus on assessing mental disorders in young people according to the DSM IV classification system, as well as on addressing anticipated changes for the DSM5. The characteristic clinical presentation of each diagnostic group will be presented. Associated family patterns and key issues in interviewing parents will be highlighted. Assessment methodologies—including behavioral, psychobiological, and systemic—will be surveyed. This course will provide a beginning information base for students interested in working with children and adolescents.

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

42700. Family Support Principles, Practice, and Program Development

This course explores the theoretical principles and values underlying family support. The family support approach emphasizes prevention and promotion, an ecological framework, an integrated collaborative use of community resources, relationship-based intervention, and strengths-based practice. Students will examine programs that use family support principles and the evidence base for the effectiveness of such programs. Students will also explore key family support practice methods, including group work, home visitation, reflective supervision, and the parallel process in agency culture. Examples will draw heavily from programs focused on supporting families with infants and young children.

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

42800. Clinical Intervention with Socially Vulnerable Clients

Social workers are committed to social justice and to helping the most vulnerable members of society, but have often found traditional methods unsuccessful with this population. Although many of these clients carry a significant psychological burden derived from the internalization of oppressive experience, clinical response is frequently limited to concrete services and problem solving tasks. Successful engagement of socially vulnerable clients in therapeutic intervention requires an integrated approach that addresses individual dynamic issues and environmental concerns simultaneously. This course presents the conceptual framework for such
an approach, including consideration of clinical implications for policy design. Specific techniques that enhance effectiveness—such as multilevel assessment, the therapeutic use of metaphor, and practical action-oriented methods—are discussed in detail.

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

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

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

S. Lambert (http://ssascholars.uchicago.edu/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. Through case examination, experiential activities, and audiovisual materials, students will explore evidence-based grief interventions. This course addresses the treatment and current controversies of challenging or prolonged bereavement. Cultural, ethnic, religious, and spiritual influences on bereavement will be integrated into case discussion. Students will examine ethical issues specific to working with grieving clients and issues of self awareness and self care when working with loss. This course is based on a developmental and strengths perspective of loss, grief, and bereavement.

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

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 [http://ssascholars.uchicago.edu/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 [http://ssa.uchicago.edu/andy-brake]

43512. Advanced Seminar in Contemporary Group Practice

This course is specifically designed for students who have not taken other groupwork 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 very high level of student participation, willingness to engage in experiential activities/learning, and self-examination.

**Note:** Students may not be absent from the first or last class meeting. Also please note that this course will meet on 12/6 and 12/13 due to not having class on Thanksgiving Day.

J. Levy [http://ssa.uchicago.edu/jeff-levy]

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

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

43712. Health Social Work

Health Social Work is a professional practice course designed for social workers who work 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.

This is a class about how social workers can work effectively in health service systems given the constraints commonly present there. Each week will have a distinct focus on the diseases, disorders, and conditions health social workers most frequently encounter in practice and the interventions that show the most promise in improving these conditions. These units will involve learning about the disease incidence and 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. This course will emphasize situational and “next-step” assessment useful across different healthcare settings and diseases, with a special focus on brief, ultra-brief, and intermittent interventions. Four specific interventions that will be studied include: 1) transition coaching for discharge planning and care coordination; 2) motivational interviewing; 3) adapted motivational interviewing for brief health feedback; and 4) acceptance and commitment therapy techniques. In-class exercises and extensive videos of these interventions will also encourage sustained reflection on clinical topics important to students.

S. McMillin (http://ssa.uchicago.edu/stephen-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, role play and a self-change project, participants will be exposed to the four components of DBT: Skills Training, Individual Therapy, Telephone Consultation, and the Consultation Group. However, a basic tenet of DBT is that therapists should not expect their clients to engage in behaviors and activities they are unwilling to do. Therefore, emphasis in this class will be placed on experiential knowledge. Therefore, interested participants will be expected to make a basic set of commitments that expose them to 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 (http://ssa.uchicago.edu/paul-holmes)

**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 (http://ssa.uchicago.edu/ann-fisher-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 Erickson and Freud offer dynamic frameworks from which to view sexuality. The exploration of sexuality becomes even more complex when the influences of family, culture, ethnicity, and religion are considered. This class will focus on the developmental aspects of sexuality relevant to each life stage as viewed through the multiple social constructions impacting sexuality, gender, and sexual orientation. Special attention will be given to marginalized sexualities, particularly women’s sexuality and gay/lesbian/bisexual sexuality. A number of theoretical perspectives will be incorporated to provide tools for critical thinking about sexuality and human development.
Courses of Instruction

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

44501. Clinical Research: Using Evidence in Clinical Decision Making

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


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 (http://ssascholars.uchicago.edu/j-bellamy)

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

44932. Treatment of Individuals with Serious Mental Illness

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

S. McCracken (http://ssascholars.uchicago.edu/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. This course will examine undocumented immigration from both micro (individual and family) and macro (our immigration policy) frames of understanding and interrogation. We will start with the broad question of what should we do with the estimated 11.1 million people presently living in the United States in unauthorized residency status, 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 people’s lives, and how this work shapes our various possible roles as practitioners, policymakers, advocates and allies.

R. Gonzales (http://ssascholars.uchicago.edu/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. The influences of sociological, social psychological, and ecological factors are considered from a multidisciplinary and life-cycle developmental perspective. Attention is given to the need for research on the historical, economic, cultural, and psychological issues in the relationship between African American fathers in both traditional husband-wife and emerging fragile family contexts.

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

45312. Urban Social Movements

Social groups with limited access to normal politics often engage in mobilization, or contentious politics, in order to gain rights, resources, or recognition. Many of these social movements have emerged in cities. In this course, we will attempt to answer the following questions: What are urban social movements? What sorts of mobilizing opportunities and constraints do cities pose for disadvantaged
social groups? How have these groups sought to take advantage of urban based opportunities, and how successful have they been? What kinds of urban justice movements do we observe in early-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 (http://ssascholars.uchicago.edu/w-sites)

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

A working knowledge of economic concepts and theory is essential for most professional roles in social administration. This course introduces students to economics and to its use in analyzing social welfare policies. Economic concepts and models relating to preferences, costs, and choices are developed and used to analyze markets and issues that arise in the design and assessment of social welfare policies. Illustrations are drawn from such areas as health, housing, and disability. The course seeks both to convey the framework and concepts with which economists approach issues and to increase the likelihood that students will incorporate these in their own thinking about policy.

G. Morton (http://ssa.uchicago.edu/gregory-morton), H. Pollack (http://ssascholars.uchicago.edu/h-pollack)

45600. Policy Analysis: Methods and Applications

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

**Prerequisite:** One prior course in microeconomics.

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

**45722. Reflective Social Work Practice**

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

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

**45900. Staff Development and Supervision: A Systems Approach**

This course is presented from the perspective of a practitioner in the field and focuses on the day-to-day realities of developing a motivated and productive workforce in today’s complex environment. The value of clinical skills is highlighted throughout the course. Course content is relevant to students interested in direct practice, supervision, and administration. The course begins by establishing the broad framework for staff development: an assessment of an organization’s internal and external environment as it relates to staff development, and the relationship between organizational structure and staff development. The remainder of the course focuses on five critical areas to consider in developing an effective workforce: personnel administration, conflict management, team building, workforce diversity, and supervision. Students are expected to attend and participate in class discussions. 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 (http://ssa.uchicago.edu/dave-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 (http://ssa.uchicago.edu/pajarita-charles), D. Hass (http://ssa.uchicago.edu/debra-hass)

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

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

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

46712. Organizational Theory and Analysis for Human Services

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

S. Lambert (http://ssascholars.uchicago.edu/s-lambert), J. Mosley (http://ssascholars.uchicago.edu/j-mosley)

46800. Political Processes in Policy Formulation and Implementation

Policies are formulated in a social and political environment which gives them shape, and which they, in turn, can be expected to alter. This course surveys a range of analytical frameworks for analyzing the politics of the policy process from the development of public issues, to legislative contests over 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 (http://ssascholars.uchicago.edu/e-brodkin), W. Sites (http://ssascholars.uchicago.edu/w-sites)
47222. Promoting the Social and Academic Development of Children in Urban Environments

Schools are uniquely situated, and often designed, to play a significant role not only in the academic/cognitive development of children, but also in their socio-emotional development. 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. This course is designed to engage participants in thinking about how transforming the traditional role and practices of school social workers can enable schools to enhance elementary-aged children’s academic and social development. It is organized around three essential questions: 1) How do schools (through structures, pedagogy, practices) serve to facilitate, as well as hinder, the positive academic, social, and emotional development of elementary school-aged children? 2) What is the role of school social work in enabling schools to better develop and support the developmental competencies of children? And, 3) What skills and knowledge are needed to transform the role of school social work in elementary school settings? School Social Work Program students only. Others with consent of instructor.

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

47300. Strategic Management: External Factors

This course will introduce students to the increasingly important impact that external market factors have on policy development and service delivery models in the field of social work and in health care services. The impact of market factors is experienced at multiple levels—from public policymaker to direct service staff—thus this course emphasizes both micro- and macro-level concepts. The class materials will cover a range of concepts that are key to understanding market-driven management, including strategic management, strategic alliances, strategic planning, social entrepreneurship, needs assessments, market research, organizational development, marketing, and ethics. Case studies will be used, including examples from the lecturer’s national consultation practice. Guest speakers who have experience with strategic management and market driven social work and health care practices will share their expertise with the class.

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

47432. Criminal Justice and Social Work Interface

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

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

47512. The U.S. Health Care System

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

F. Smieliauskas (http://health.bsd.uchicago.edu/People/Smieliauskas-Fabrice)

47622. Community Development in International Perspective

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

R. Chaskin (http://ssascholars.uchicago.edu/r-chaskin)

47712. Perspectives on Urban Poverty

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

R. Fairbanks (http://ssascholars.uchicago.edu/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 (http://ssa.uchicago.edu/amy-rynell)

48112. Community Organizing

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

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

48200. Seminar: Political Economy of Urban Development

This seminar develops the conceptual basis for understanding and addressing urban problems within a political economy framework. Drawing from an interdisciplinary literature on cities, the course introduces a range of analytical approaches to the economic and political forces that shape urban development, including the capitalist economy, governmental institutions, city/suburban divisions, machine/ reform dynamics, urban land markets, regime politics, economic globalization, and social movements. Particular attention will be given to the relationship between politics and markets in generating urban growth, employment, real-estate development, housing, and neighborhood revitalization, as well as poverty, urban decline, racial exclusion, educational inequality, and residential displacement. The course examines a number of strategies to address problems at multiple levels of the urban system, including federal urban policies, decentralized planning and localism, electoral mobilization, political advocacy, public-private partnerships, social entrepreneurialism, arts/ cultural/ entertainment strategies, and regionalism.

R. Fairbanks (http://ssascholars.uchicago.edu/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. Throughout, the course emphasizes political and economic events that shape, constrain, and enable community action and organization.

V. Parks (http://ssascholars.uchicago.edu/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 on 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 (http://ssascholars.uchicago.edu/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 class emphasizes four essential ingredients of using data effectively: (1) organizing data to answer specific questions; (2) conducting and interpreting appropriate analyses; (3) presenting results clearly and effectively to policymakers and others; and (4) becoming critical consumers of data-based analyses and using data to inform practice. Students will learn techniques for descriptive, bivariate, and multivariate statistical analysis, and for tabling and graphing results, in the statistical program SPSS.

Prerequisites: SSAD 30200 or faculty approval following research exam.
A. Banman (http://ssa.uchicago.edu/aaron-banman), H. Hill (http://ssascholars.uchicago.edu/h-hill), M. Roderick (http://ssascholars.uchicago.edu/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 (http://ssascholars.uchicago.edu/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 (http://ssascholars.uchicago.edu/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 (http://ssascholars.uchicago.edu/c-grogan)

49112. Children, Families & 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 (http://ssa.uchicago.edu/helene-m-snyder)

49412. Nonprofit Organizations and Advocacy for Social Change

Social change activists often form nonprofit organizations to help accomplish their goals, while managers of human service nonprofits often desire to create social change as well as help individuals. As a result, nonprofit organizations of all kinds play a large and growing role in promoting and shaping social change, at both the policy and community level. This course explores theory and practice relating to nonprofit organizations in their role as political and community actors, and is intended for students who are interested in the interface between nonprofit management and social change activism. The course will review both top down and bottom up methods of social change from the perspective of a nonprofit manager, exploring the benefits, challenges, and implications of a variety of strategies, with a primary focus on policy advocacy in human service nonprofits. Overall, the course will include a mix of practical management-related skill-building, and discussion and study of relevant theory from the organizational and social movement literatures.

J. Mosley (http://ssascholars.uchicago.edu/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 to better interpret and use financial information in decision-making and planning. The first portion of the class will focus on the development of an organization’s operating and capital budgets, the inherent financing and investing decisions therein, and the relationship between the budget process and overall organizational planning, daily operations, and financial management. The second portion of the class will focus on accounting principles and the creation and interpretation of financial statements. The development, analysis, and interpretation of organizational financial statements, including the balance sheet, income statement, and statement of cash flows, will be covered.

D. Hagman-Shannon (http://ssa.uchicago.edu/deborah-hagman-shannon), J. Hayner (http://ssa.uchicago.edu/john-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 (http://ssa.uchicago.edu/shaun-lane)

49822. Community Organizing: Historical Contexts and Contemporary Challenges

In recent decades, the community field has come to be viewed as a multiple-paradigm field in which each of the basic models—social planning and research, social-action community organizing, and community development—has been pushed and pulled in various directions. The first part of this course traces the evolving focus of these models, understanding them both as historical responses to the particular conditions of the American city and as strategic approaches that continue to inform contemporary forms of community action. The second part of the course involves stepping back from particular models to trace more explicitly the challenges faced by doing community work in a multiple-paradigm field and to examine recent “boundary-crossing” strategies as potential sources of innovation. The course assumes a basic knowledge of traditional community approaches (such as might be gained from SSA 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 (http://ssascholars.uchicago.edu/w-sites)

49900. Individual Readings and Research

Staff

60100. Drugs: Culture and Context

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

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

60200. Spirituality and Social Work Practice

This course examines the experience and the role of spirituality and religious traditions in clinical social work practice with client systems. The course considers the spiritual and religious contexts shaping assessment and intervention processes in clinical social work services and examines the ways that faith traditions and spiritual experiences shape clients’ and professionals’ lives, and the points of connection they form with the delivery of clinical social work services. Rather than 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 (http://ssascholars.uchicago.edu/s-mccracken)

60300. Workforce and Workplace Development: Inequality in Employment

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

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

60400. Poverty, Inequality, and the Welfare State

Poverty and inequality create critical challenges for contemporary democratic societies. This seminar examines responses to these conditions in the United States and compares its responses to those of other countries. This examination includes consideration of the relationship between politics and 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 (http://ssascholars.uchicago.edu/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 (http://ssa.uchicago.edu/kelli-underwood)

61100. Seminar in Violence Prevention

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

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

61200. Introduction to Aging: 21st Century Perspectives

As the largest generation in American history ages, there is an urgent need for social workers trained in the special issues affecting older adults. This course will examine the forces which shape the evolution of both the perception and experience of aging in the 21st century. The course will consider the aging process from a variety of perspectives: physiological, sociocultural, and phenomenological. We will draw on multiple disciplines, including the arts, to present the diversity of the aging experience and to explore the manifold ways in which the dynamic interaction
between the older person and his or her social and physical environment affects quality of life. Finally, the course will address expanding opportunities for social workers in direct service, administration, and policy-making in service of America’s older population.

S. Johnson (http://ssa.uchicago.edu/sandi-johnson)

61400. The Social Meaning of Race

This course will explore “race” in three ways. First, how does race operate as an ideology; that is, how do people understand race, how are those understandings shaped, and how do they in turn shape perception? Secondly, how does race operate as a structuring device? How does it determine life-chances? Thirdly, how does it operate in the field; that is, in particular organizational contexts, how does race affect the content and delivery of social services.

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

61500. Urban Education and Educational Policy

This course has two major strands. One strand is simply an examination of national thinking about urban schooling over the past 40 years, from the Coleman Report to today’s accountability-driven reforms. We will be particularly concerned with how educational policy has been shaped and with the problematics of translating policy into practice. The second strand is theoretical; we will be trying to understand these very contemporary problems through the lens of classical theory; that is, functionalism, Max Weber’s theory of bureaucracy, and Marx’s theory of class conflict.

C. Payne (http://ssascholars.uchicago.edu/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, and 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 (http://ssa.uchicago.edu/victor-bernstein)

61700. Group Work with Children

This course provides the essential elements of group work with children and adolescents.

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

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

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. This course will explore questions starting from the premise that youth engagement is not just important but also 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 (http://ssascholars.uchicago.edu/r-gonzales)

62312. Theoretical Foundations of Social Work Practice with Groups

This course will first examine the knowledge base underlying effective social work practice with different types of groups, including theories which also inform practice with individuals and families—systems, psychodynamic, and learning theories. The course will also investigate research which informs practice with groups—especially studies which focus on small group dynamics and Yalom’s therapeutic factors. As these theoretical foundations are reviewed, the practical application of this knowledge will be demonstrated and integrated through small group experiences, class discussion, observation of films, role play, journaling, and other selected course assignments.

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

62400. Community Ethnography

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

In this course, we will give considerable attention to the idea of community as a field of social practice. That is, we will learn how one studies community as situated, collective action, which must be reproduced for some sense of 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.

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

62600. Philanthropy, Public Policy and Community Change

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

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

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 (http://ssa.uchicago.edu/mary-bunn-0)

63200. Crime Prevention

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

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

63300. International Perspectives on Social Policy and Social Work Practice

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

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

63400. Economic Disadvantage across the Life Course

This advanced HBSE class introduces students to the key concepts of life course theory and applies those concepts to understanding how economic disadvantage affects human development. We will examine how poverty and inequality experienced in various social contexts—such as family, school, and neighborhood—interacts with individual characteristics to affect health and development. Class readings and discussion will answer such questions as: How does the timing of poverty matter in a person’s life? How does poverty “get under the skin” (to affect physiology)? How do individuals cope, adapt, and resist the effects of disadvantage? How does economic disadvantage interact with race, ethnicity, and immigrant status to structure individual outcomes? And, how is economic
disadvantage transmitted across generations? A nuanced understanding of the effects of economic disadvantage on individual opportunities and outcomes will help students to provide effective clinical services and to design promising clinical and policy interventions.

H. Hill (http://ssascholars.uchicago.edu/h-hill)

63500. The Civil Rights Movement

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

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

63600. Culturally Responsive Intervention, Assessment and Treatment

This course will examine the influence of culture within intervention, assessment, and treatment. The course will examine how cultural considerations are critical in the development of research pertaining to intervention and assessment, as well as how cultural factors are integrated into the therapy process. Specifically, the course will cover both theoretical underpinnings of culture, cultural adaptations within intervention, and assessment, followed by examining current status of empirical literature on culturally based intervention research. The course will also cover the integration of culture into clinical practice, with a focus on cultivating students’ knowledge, awareness, and skills related to cultural competence. Course readings, assignments, and discussions will cover the relevance of culture in empirically based interventions and practice.

M. Yasui (http://ssascholars.uchicago.edu/m-yasui)

63700. Acceptance and Commitment Therapy

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

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

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

63800. Program Evaluation in International Settings

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

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

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

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

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

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

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

64000. Group Therapy Approaches to Clinical Practice
As humans we are inherently social beings and interpersonal, social, and environmental factors influence our behavior and psychological functioning at all times. People do not develop and exist within a vacuum; they do so through the dynamic interplay between themselves and those surrounding them. This basic tenet is the key reason why Group Therapy is a vital format in which psychotherapeutic interventions can be delivered and experienced with great success. This course will examine the various forms group therapy can take in terms of direction, membership, content, and process. It will look at historical and current literature regarding the effectiveness of particular formats as they relate to specific treatment issues. Cultural, racial, ethnic, gender, and age differences will be considered as what group therapy approaches would be most beneficial and how these differences may influence the outcome of these interventions. Issues regarding confidentiality and risk assessment in a group format will also be discussed. Learning in this class will include observation of group therapy approaches through multi-media and in-class exercises.

P. Myers (http://ssa.uchicago.edu/pete-myers)

64100. Essential Skills in Couple Therapy

This course provides theoretical and clinical practice foundations to couple therapy for emotionally committed relationships. Students will examine various conceptual treatment models and the applications of current evidence-based methods for assessing and treating relationship problems from a relational systems perspective. Students will have an opportunity to explore a variety of dyadic relationship and family life cycle contexts in which individuals struggling with common clinical issues can lead to relationship distress and dysfunction, along with some of the clinical challenges in the therapeutic discourse of couple therapy. Attention will be given to the influence and impact of socioeconomic and cultural factors on couple relationships including gender and power. Particular problem patterns in sex and intimacy, jealousy, infidelity, separation and divorce, partner abuse/violence, and substance abuse will also be explored. Specific consideration will be given to the unique interface of the ‘self of the therapist’ in our relational conceptualizations and clinical approaches to couples in treatment.

T. Dwyer (http://ssa.uchicago.edu/timothy-dwyer)

64200 Social Work and Social Development in Southern Africa: A Regional and Global Perspective

The persistency of poverty and inequality with its concomitant social, economic and political consequences, continue to shape development discourse globally. Development social work is emerging as a new paradigm in social work internationally that seeks to infuse social developmental theory and practice into social work processes. This course will provide insight into the history, country specific conditions, social policies, programs and the evolving theory and practice of development social work in a changing regional and global context. Case illustrations will be drawn from fourteen countries in the Southern Africa region which include some of the poorest countries in the world such as Mozambique and Zambia, as well as South Africa, Botswana and Mauritius which are emerging economies and welfare systems. Although these countries have a shared history
of colonialism and its impact on social welfare, they are rather different in their levels of economic, social, institutional, and political development, all of which have a bearing on their responses to the social challenges facing them. The first part of the course will focus on a comparative analysis of selected countries to identify current trends and drivers that shape macro social development practice. Part two of the course examines the direction, nature and scope of social work practice in these countries with particular reference to South Africa and Kenya. Innovation in developmental social work practice is the focus of part three and will include social work and cash transfers; community based development strategies to address the needs of children, youth and women; responses to HIV and AIDS; and interventions that combine social and economic development. In the last part of the course we turn to the question as to how relevant the Southern African experience is for social work in a developed country such as the United States.

L. Patel (http://www.ssa.uchicago.edu/visiting-faculty)

**DOCTORAL LEVEL COURSES**

50300. **Social Treatment Doctoral Practicum**

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

**Staff**

50400. **Development through the Life Course**

This course explores the biological and social patterning of lives from infancy through old age. Readings will include class and contemporary theory and research related to varied stages of the life course. Discussion will focus on paradigmatic themes in life course development such as: the social situation of lives in time and place, the interconnectedness of lives and generations, the nature of developmental transitions, the timing of life experiences, and the continuity of lives through time. Examples will be drawn from populations of traditional concern within social welfare policy and social work practice.

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

53500. **Dissertation Proposal Seminar**

This seminar focuses on the development and discussion of dissertation proposals. Over the course of year, students will attend 15 two-hour workshops devoted to 1) formulating and refining research questions, 2) clearly presenting a methodological strategy, theoretical grounding, and relevant literature review, and 3) building a committee 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.

J. Bellamy (http://ssascholars.uchicago.edu/j-bellamy)

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

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

54100. Statistical Research Methods II

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

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

54400. Informal Helping Systems in Low Income Communities

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

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

54900. Research Methods for Social Work

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

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

55200. The Profession of Social Work

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

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

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

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

55800. Perspectives on Social Welfare Politics

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

E. Brodkin (http://ssascholars.uchicago.edu/e-brodkin)

56200. Seminar on Urban Politics and Community Action

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

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

56300. Applied Qualitative Research Seminar

This qualitative research seminar is designed to support the productivity and promote the development of advanced doctoral students who have chosen a qualitative research design as part of the dissertation. This applied seminar creates a structured and rigorous context for students to learn with instructor guidance and experience all stages of the interpretive research process through designing, executing, evaluating, and presenting their own interpretive research. It is an expectation of this seminar that all students make substantial and ongoing contributions to the group learning process through providing peer feedback, group coding, group analysis, constructing/critiquing conceptual models and theoretical frameworks, and learning how to critically evaluate and enhance the
Courses of Instruction

methodological rigor in the projects of those involved in the seminar. It is designed to be a dynamic environment for moving forward with one’s work at all stages of the dissertation process; group needs and the instructor’s assessment of student’s individual progress will drive the content of each meeting.

**Prerequisites:** A qualitative research course through SSA or approved equivalent. Students must have passed their qualifying examinations, selected a research topic, and be actively constructing their dissertation proposals. Permission of the instructor is required and enrollment is limited to maximize student learning in the structure of a seminar.

G. Samuels (http://ssascholars.uchicago.edu/g-samuels)

56801. Doctoral Workshop on Theory in Social Work Research

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

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

59200. Prevention Science

The primary goal of prevention science is to improve public health by identifying malleable risk and protective factors, assessing the efficacy and effectiveness of preventive interventions and identifying optimal means for dissemination and diffusion of effective interventions. The field involves the study of human development and social ecology as well as the identification of factors and processes that lead to positive and negative health behaviors and outcomes. Theories of human development are used to design interventions (programs and policies) that target the reduction of risk and the enhancement of protective factors at the individual, familial, peer, community, and environmental levels. Prevention science involves three major domains: epidemiology, intervention development, and research methodology (includes design and statistical applications): (1) Epidemiology seeks to identify the predictors and processes associated with positive and negative behavioral outcomes and their distribution in populations; (2) Intervention focuses on altering trajectories by promoting positive developmental outcomes and reducing negative behaviors and outcomes; (3) Research methodology as used in prevention involves an array of tools and
techniques including community entrance and engagement skills, study design, sampling methodologies, sample maintenance and retention, and statistical analyses.

The main objectives of the course are to a) introduce students to the concepts and field of prevention science; b) prepare students to critique and conduct prevention research; c) provide students with the knowledge to conceptualize, design, implement and evaluate prevention programs, and d) help students use knowledge about effective prevention programs for policy development. This course is open to a limited number of master’s students with consent of the instructor.

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

59900. Individual Readings and Research

Staff
ALLARD, SCOTT W.
SSA Scholar Page (http://ssascholars.uchicago.edu/s-allard)
Associate Professor. B.A., Minnesota; Ph.D., Michigan. Fields of Special Interest: welfare policy and reform; poverty and inequality.

Selected publications:
• Allard, Scott W., and Benjamin Roth. 2010. Suburbs in need: Rising suburban poverty and challenges for suburban safety nets. The Brookings Institution, Center on Urban and Metropolitan Policy.

BELLAMY, JENNIFER (née VICK)
SSA Scholar Page (http://ssascholars.uchicago.edu/j-bellamy)
Assistant Professor. B.A., M.S.W., Texas; Ph.D., Columbia. Fields of Special Interest: mental health services; child welfare; evidence-based practice; fathering.

Selected publications:


BORDEN, WILLIAM
SSA Scholar Page (http://ssascholars.uchicago.edu/w-borden)
Senior Lecturer. B.A., Indiana; A.M., Ph.D., Chicago. Fields of Special Interest: contemporary psychodynamic theory, research, and practice; comparative psychotherapy; integrative approaches to psychosocial intervention; neuroscience; developmental psychology; narrative psychology; psychology of religion; clinical social work practice; role of humanities in social work education.

Selected publications:


BOURIS, ALIDA

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

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

**Selected publications:**


BRODKIN, EVELYN Z.
SSA Scholar Page (http://ssascholars.uchicago.edu/e-brodkin)
Associate Professor. M.P.A., Northeastern; Ph.D., MIT. Fields of Special Interest: public policy; politics of the welfare state; public management; social politics; policy delivery and implementation.

Selected publications:


CARR, E. SUMMERSON

SSA Scholar Page (http://ssascholars.uchicago.edu/e-carr)
Associate Professor. B.S., M.A., M.S.W., Ph.D., Michigan. Fields of Special Interest: the anthropology of social work; therapeutic language and metalanguage; cultural
and social theory; drug use and treatment; ethnographic methods; gender and sexuality; personhood; semiotics and sociolinguistics.

**Selected publications:**


**CHASKIN, ROBERT J.**

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

Associate Professor. B.S., Northwestern; A.M., Ph.D., Chicago. Fields of Special Interest: community organizing and development; community social organization; comprehensive community initiatives; youth development; associations and nonprofits; philanthropy and social change; research application and evaluation; crossnational research.

**Selected publications:**


CHOI, YOONSUN
SSA Scholar Page (http://ssascholars.uchicago.edu/y-choi)
Associate Professor. B.A., Ewha University (Korea); M.S.S.W., Texas–Austin; Ph.D., Washington–Seattle. Fields of Special Interest: minority youth development; effects of race, ethnicity, and culture in youth development; children of immigrants; Asian American youth; prevention of youth problem behaviors; quantitative research methods.

Selected publications:


• Choi, Yoonsun, and Benjamin B. Lahey. 2006. Testing the model minority stereotype: Youth behaviors across racial and ethnic groups. *Social Service Review* 80(3): 419–52. (PMC3093248)


COURTNEY, MARK E.

SSA Scholar Page (http://ssascholars.uchicago.edu/m-courtney)

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

**Selected publications:**

• Courtney, Mark E., JoAnn Lee, and Alfred Perez. In press. Receipt of help acquiring life skills and predictors of help receipt among current and former foster youth. *Children and Youth Services Review*.


• Salazar, Amy M., Thomas E. Keller, and Mark E. Courtney. In press. Understanding social support’s role in the relationship between maltreatment and depression in youth with foster care experience. *Child Maltreatment*.


• 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.


• Peters, Clark M., Katie S. Claussen Bell, Andrew Zinn, Robert M. Goerge, and Mark E. Courtney. 2008. Continuing in foster care beyond age 18: How courts can help. Chicago: Chapin Hall Center for Children at the University of Chicago.


• Courtney, Mark E., Amy Dworsky, Gretchen R. Cusick, Judy Havlicek, Alfred Perez, and Thomas Keller. 2007. Midwest evaluation of the adult functioning of former foster youth: Outcomes at age 21. Chicago: Chapin Hall Center for Children 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 Center for Children at the University of Chicago.

• Cusick, Gretchen R., and Mark E. Courtney. 2007. Offending during late adolescence: How do youth aging out of care compare with their peers? Chicago: Chapin Hall Center for Children at the University of Chicago.


EPPERSON, MATTHEW W.

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

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

**Selected publications:**


FAIRBANKS, ROBERT P. II
SSA Scholar Page (http://ssascholars.uchicago.edu/r-fairbanks)
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.

SSA Scholar Page (http://ssascholars.uchicago.edu/r-gonzales)

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:**


• Gonzales, Roberto G. 2009. Young lives on hold: The college dreams of undocumented students (with a foreword by Marcelo Suárez-Orozco.) The College Board.


GORMAN-SMITH, DEBORAH

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

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

Selected publications:


GROGAN, COLLEEN M.
SSA Scholar Page (http://ssascholars.uchicago.edu/c-grogan)
Professor. B.A., Wisconsin; Ph.D., Minnesota. Fields of Special Interest: American government and public policy; health policy and health politics; the American welfare state; comparative state-level policy and politics.

Selected publications:


GUTERMAN, NEIL B.

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

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

**Selected publications:**


HANS, SYDNEY

SSA Scholar Page (http://ssascholars.uchicago.edu/s-hans)
Samuel Deutsch Professor and Chair of the Doctoral Program. B.S., Cornell; Ph.D., Harvard. Fields of Special Interest: developmental psychopathology; parent–child relationships throughout the life course; impact of parental psychopathology and substance abuse on children; women and violence; adolescent parenting; roles of fathers in families; supportive interventions for infants, young children, and families.

**Selected publications:**


HENLY, JULIA R.
SSA Scholar Page (http://ssascholars.uchicago.edu/j-henly)
Associate Professor. B.A., Wisconsin; M.S.W., Ph.D., Michigan. Fields of Special Interest: family poverty; child care and welfare policy; work-family strategies of low wage workers; informal support networks; employment discrimination.

Selected publications:


HILL, HEATHER D.

SSA Scholar Page (http://ssascholars.uchicago.edu/h-hill)
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:

ISMAYILOVA, LEYLA

SSA Scholar Page (http://ssascholars.uchicago.edu/l-ismayilova)
Assistant Professor. B.S. and M.Sc. in Psychology, Baku State University; M.S.W, Ph.D, Columbia University. Fields of Special Interest: child and adolescent mental health in the global context; youth risk behaviors; family-based interventions; women’s empowerment and health.

Selected publications:


JOHNSON JR., WALDO E.

SSA Scholar Page (http://ssascholars.uchicago.edu/w-johnson)
Associate Professor. B.A., Mercer; M.S.W., Michigan; Ph.D., Chicago. Fields of Special Interest: male roles and involvement in African American families; nonresident fathers in fragile families; the physical and psychosocial health statuses of African American males.

Selected publications:


• Johnson, Waldo E., David Pate, and Jarvis Givens. 2010. Big boys don’t cry, black boys don’t feel: The intersection of shame and worry on community violence and the social construction of masculinity among African American males - The case of Derrion Albert. In Changing Places: How Communities Will Improve the Health of Boys of Color, Christopher F. Edley, Jr., and Jorge Ruiz de Velasco, eds. Berkeley: University of California Press.

• Tsoi-A-Fatt, Rhonda, Waldo E. Johnson, and David Pater. 2010. We dream a world: The 2025 vision for America’s black men and boys. Available at http://www.2025BMB.org.


LAMBERT, SUSAN J.

SSA Scholar Page (http://ssascholars.uchicago.edu/s-lambert)
Associate Professor. M.S.W., Ph.D., Michigan. Fields of Special Interest: hourly jobs and low-wage workers; workplace flexibility; work and family issues; social policy and the labor market; organizational theory and development.

Selected publications:


LUDWIG, JENS
SSA Scholar Page (http://ssascholars.uchicago.edu/j-ludwig)
Harris School Faculty Page (http://harrisschool.uchicago.edu/directory/faculty/jens_ludwig)
McCormick Foundation Professor of Social Service Administration, Law, and Public Policy. B.A., Rutgers; Ph.D., Duke. Fields of Special Interest: urban poverty, education, crime, and housing.

Selected publications:


MARSH, JEANNE C.

SSA Scholar Page (http://ssascholars.uchicago.edu/j-marsh)
George Herbert Jones Distinguished Service Professor. B.A., Michigan State; M.S.W., Ph.D., Michigan. Fields of Special Interest: services for women and families; service integration in service delivery; social program and policy evaluation; knowledge utilization in practice and program decision making.

**Selected publications:**


MCCracken, STANLEY G.

SSA Scholar Page (http://ssascholars.uchicago.edu/s-mccracken)
Senior Lecturer. A.B., Northwest Nazarene College; A.M., Ph.D., Chicago. Fields of Special Interest: mental health; substance abuse; co-occurring disorders; behavioral pharmacology; multicultural mental health; aging; spirituality in social work practice; dissemination and implementation of evidence-based practice.

Selected publications:


**MCMILLEN, J. CURTIS**

SSA Scholar Page (http://ssascholars.uchicago.edu/c-mcmillen)  
Professor. B.A., Trinity, San Antonio; M.S.W., Oklahoma; Ph.D., Maryland. Fields of Special Interest: mental health services, child welfare clients, older youth leaving the foster care system.

**Selected publications:**


• McMillen, J. Curtis, Nicole Fedoravicius, Jille Rowe, Bonnie T. Zima, and Norma Ware. 2007. A crisis of credibility: Professionals’ concerns about the psychiatric care provided to clients of the child welfare system. *Administration and Policy in Mental Health and Mental Health Services Research* (34): 203-12.


MOSLEY, JENNIFER E.

SSA Scholar Page (http://ssascholars.uchicago.edu/j-mosley)
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 and implementation; philanthropy.

**Selected publications:**


• Mosley, Jennifer E. In press. The beliefs of homeless service managers about policy advocacy: Definitions, legal understanding, and motivations to participate. *Administration in Social Work*.

• Mosley, Jennifer E. In press. Keeping the lights on: How government funding concerns drive the advocacy agendas of nonprofit homeless service providers. *Journal of Public Administration Research and Theory*.


• Mosley, Jennifer E. and Mark E. Courtney. 2012. Partnership and the Politics of Care: Advocates’ Role in Passing and Implementing California’s Law to Extend Foster Care. Chicago: Chapin Hall at the University of Chicago.


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


PARKS, VIRGINIA

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

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

Selected publications:


**PAYNE, CHARLES M.**

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

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

**Selected publications:**


POLLACK, HAROLD A.

SSA Scholar Page (http://ssascholars.uchicago.edu/h-pollack)
Helen Ross Professor. B.S.E., Princeton; M.P.P., Ph.D., Harvard. Fields of Special Interest: substance abuse policy, health policy, crime prevention, intellectual disability.

Selected publications:


RODERICK, MELISSA
SSA Scholar Page (http://ssascholars.uchicago.edu/m-roderick)
Hermon Dunlap Smith Professor. A.B., Bowdoin; M.A., Ph.D., Harvard. Fields of Special Interest: education policy; urban high schools; adolescence; youth policy; human resources policy; empirical analysis.

Selected publications:


• Nagaoka, Jenny, Melissa Roderick, and Vanessa Coca. 2009. Barriers to college attainment, lessons from Chicago. Center for American Progress, Washington, DC.


RZEPNICKI, TINA L.

SSA Scholar Page (http://ssascholars.uchicago.edu/t-rzepnicki)
David and Mary Winton Green Professor. A.B., DePauw; A.M., Ph.D., Chicago.
Fields of Special Interest: child welfare services; case decision making; task-centered and behavioral practice; practice research.

Selected publications:


SAMUELS, GINA M.

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

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

Selected publications:


• Samuels, Gina M. 2008. A Reason, a season, or a lifetime: Relational permanence among young adults with foster care backgrounds. University of Chicago, IL: Chapin Hall.


SITES, WILLIAM

SSA Scholar Page (http://ssascholars.uchicago.edu/w-sites)
Associate Professor. B.A., Oberlin; Ph.D., CUNY. Fields of Special Interest: urban policy and politics; community organization; political processes; social movements; social theory.

Selected publications:


SOSIN, MICHAEL R.

SSA Scholar Page (http://ssascholars.uchicago.edu/m-sosin)

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:**


VOISIN, DEXTER R.

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

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:**


YASUI, MIWA

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

Assistant Professor. B.A., Sophia University, Tokyo; B.A., Oregon. Ph.D, Oregon.

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

Selected publications:


**YBARRA, MARCI A.**

SSA Scholar Page (http://ssascholars.uchicago.edu/m-ybarra)
Assistant Professor. B.S.W., M.S.W., Wayne State; Ph.D., Wisconsin. Fields of Special Interest: poverty and inequality, social service delivery, work supports, and family well-being.

**Selected publications:**


• Ha, Yoonsook, and Marci A. Ybarra. In press. Are strong work-first welfare policies aligned with generous child care provisions? What states are doing and the implications for social work. *Families in Society*.

• Ybarra, Marci A. In press. The implications of paid family leave for welfare participants. *Social Work Research*.


## ASSOCIATES

**Lecturers 2012-13**

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Aaron Banman</td>
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<td>Mary Jo Barrett</td>
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<td>Sarah Ben-Shahar</td>
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<td>Ann Bergart</td>
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<td>Victor Bernstein</td>
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<td>Priscilla Brinkman</td>
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<td>Mary Bunn</td>
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<td>Evette Cardona</td>
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<td>Pam Carroll</td>
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<td>Don Catherall</td>
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<td>Pajarita Charles</td>
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<td>Tim Devitt</td>
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<td>Binita Donohue</td>
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<td>Sharon Dornberg-Lee</td>
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<td>Timothy Dwyer</td>
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<td>Robert Eschmann</td>
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<td>Deborah Hagman-Shannon</td>
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<td>Debra Hass</td>
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<td>John Hayner</td>
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<td>E. Paul Holmes</td>
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<td>Jeff Levy</td>
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<td>Sybil Madison-Boyd</td>
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<td>Katharine Mann</td>
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<td>Noriko Martinez</td>
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<td>Alexandra Jane McCourt</td>
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<td>Susan McCracken</td>
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<td>Steve McMillin</td>
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<td>Jason McVicker</td>
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<td>Gregory Morton</td>
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<td>Peter Myers</td>
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<td>Joan Palmer</td>
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<td>Shipra Parikh</td>
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<td>Janice Pyrce</td>
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<td>Ann Raney</td>
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<td>Amy Rynell</td>
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<td>Mark Sanders</td>
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<td>Dave Simpson</td>
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<td>Helene Snyder</td>
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<tr>
<td>Kelli Underwood</td>
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<td>Rebecca Feinstein Winitzer</td>
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**CORE FIELD CONSULTANTS 2012-13**

<table>
<thead>
<tr>
<th>Sarah Ahlm</th>
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<tbody>
<tr>
<td>Gloria Cockerill</td>
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<tr>
<td>Lisa Couser</td>
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<td>Tamara Garner</td>
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<tr>
<td>Lauren Goffen</td>
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<tr>
<td>Allison Smith</td>
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<td>Kimberly Vander Griend</td>
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**CLINICAL PRACTICE FIELD CONSULTANTS 2012-13**

<table>
<thead>
<tr>
<th>Leslie Banghart</th>
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<tbody>
<tr>
<td>Elizabeth Browning</td>
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<tr>
<td>Cynthianna Hahn</td>
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<tr>
<td>Jennifer Meade</td>
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<tr>
<td>Hannah O’Connor</td>
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<tr>
<td>Laura Orogun De Natale</td>
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<tr>
<td>Jessica Soos Pawlowski</td>
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<tr>
<td>Courtney Peterson</td>
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<td>Patt Redd</td>
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**SOCIAL ADMINISTRATION FIELD CONSULTANTS 2012-13**

<table>
<thead>
<tr>
<th>Eithne McMenamin</th>
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<tbody>
<tr>
<td>Carianne Sites</td>
</tr>
<tr>
<td>Natalie Tilghman</td>
</tr>
<tr>
<td>Anne VanderWeele</td>
</tr>
</tbody>
</table>
FIELD AGENCIES

2012-13

This list is subject to change and includes a partial listing of confirmed placements for the academic year. For more information regarding field placements, please contact the Director of Field Education (http://catalog.uchicago.edu/ssa/fieldagencies/mailto:nchertok@uchicago.edu).

• 826CHI
• Access Community Health-Behavioral Health Services
• Access Community Health Network—Social 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 Programs
• 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 Administration
- 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
- The University of Chicago 109
- 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—OSES-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 + Aid: 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—Second 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 Administration
• Federation for Community Schools
• Feeding America, formerly America’s Second Harvest
• Field Foundation of Illinois, Inc.
• 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
• Giant 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
• Mandel 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
• North Shore Senior Center—House of Welcome Adult Day Services
• NorthShore Evanston Hospital Adolescent Day School
• NorthShore Highland Park Hospital—Adolescent Day Program
• NorthShore University Health Systems—Practice-Based Research Network
• Northwest 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
- 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
- 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—Second 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
### Autumn Quarter 2012

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<tr>
<td>Field Evaluations Due to Field Consultant (third year EEP students)</td>
<td>Sept. 27</td>
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<tr>
<td>Classes Begin</td>
<td>Oct. 1</td>
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<tr>
<td>Field Work Begins (second year students)</td>
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<td>Field Work Begins (first year students)</td>
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<td>Field Learning Agreements Due to Field Consultant (Full-time Program)</td>
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<td>Winter Quarter Registration</td>
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<td>Thanksgiving Holiday</td>
<td>Nov. 22 - 23</td>
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<td>Field Work Evaluations Due (Full-time Program)</td>
<td>Dec. 7</td>
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<td>Field Work Ends</td>
<td>Dec. 14</td>
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<tr>
<td>Autumn Quarter Convocation</td>
<td>Dec. 14</td>
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<td>Quarter Ends</td>
<td>Dec. 15</td>
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<td>Winter Break</td>
<td>Dec. 16 - Jan. 6</td>
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### Winter Quarter 2013

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<td>Classes and Field Work Begin</td>
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<tr>
<td>Dr. Martin Luther King, Jr., Birthday Observance</td>
<td>Jan. 21</td>
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<tr>
<td>Field Evaluations Due to Field Consultant (first and third year EEP students)</td>
<td>Jan. 28</td>
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<td>Spring Quarter Registration</td>
<td>Feb. 25 - March 1</td>
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<td>Field Work Evaluations Due (Full-time program and second year EEP students)</td>
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<td>Winter Quarter Convocation</td>
<td>March 22</td>
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<td>Field Work Ends</td>
<td>March 22</td>
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<td>Quarter Ends</td>
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<td>Spring Break</td>
<td>March 24 - 31</td>
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# Spring Quarter 2013

<table>
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<td>Classes and Field Work Begin</td>
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<tr>
<td>Field Evaluations Due to Field Consultant (first year EEP students)</td>
<td>May 20</td>
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<tr>
<td>Final Field Work Evaluations Due to Field Consultant (Full-time second year students)</td>
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<td>Memorial Day Holiday</td>
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<td>Final Field Work Evaluations Due (Full-time first year students)</td>
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<td>Field Work Ends (second year Full-time and graduating EEP students)</td>
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<td>Field Work Ends (first year Full-time students)</td>
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<tr>
<td>Hooding Ceremony</td>
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<tr>
<td>Spring Quarter Convocation</td>
<td>June 15</td>
</tr>
</tbody>
</table>

* Calendar is subject to change.
INDEX

A
Admission Requirements ................................................................. 39
Associates ..................................................................................... 164

C
Courses of Instruction ................................................................... 67

E
Educational Programs ................................................................. 15

F
Faculty Publications ...................................................................... 108
Field Agencies ............................................................................. 167

O
Officers and Administration ....................................................... 3

S
SSA Calendar .............................................................................. 176
SSA Resources and Services .......................................................... 51

T
The Field and the School ............................................................. 7
Tuition, Fees, and Financial Aid .................................................. 46

U
University Resources and Services ............................................. 58