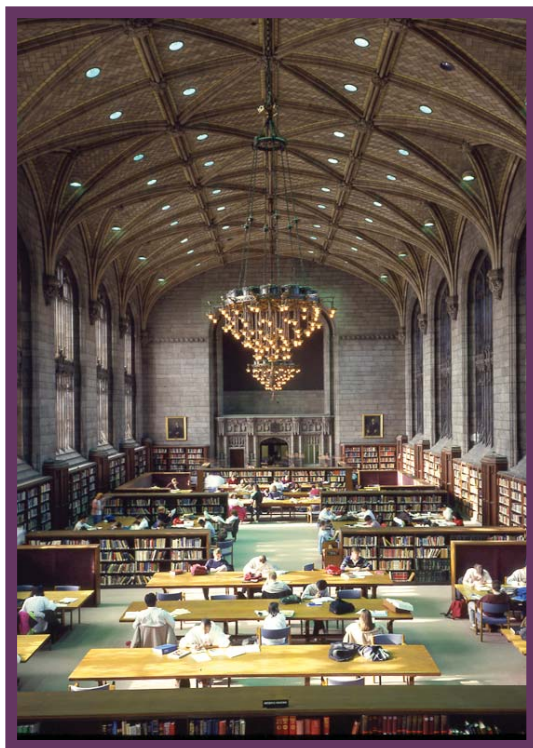


THE UNIVERSITY OF
CHICAGO



THE SCHOOL OF SOCIAL SERVICES
ADMINISTRATION
ANNOUNCEMENTS 2007-2008

THE UNIVERSITY OF CHICAGO

THE SCHOOL *of* SOCIAL SERVICE

ADMINISTRATION

ANNOUNCEMENTS

Fall 2007



For information and application materials:

Office of Admissions

The School of Social Service Administration

969 E. 60th St.

Chicago, IL 60637-2940

Telephone: 773-702-1492

admissions@ssa.uchicago.edu

For information regarding field instruction:

Office of Field Instruction

Telephone: 773-702-9418

E-mail: sknight1@uchicago.edu

Callers who cannot get through on these numbers may leave a message with the School's switchboard at 773-702-1250.

For university residences information:

Neighborhood Student Apartments

The University of Chicago

5316 S. Dorchester Ave.

Chicago, IL 60615

Telephone: 773-753-2218

International House

1414 E. 58th St.

Chicago, IL 60637

Telephone: 773-753-2270

www.ssa.uchicago.edu

2007-2008

Volume XXVII

The statements in these Announcements are subject to change without notice.

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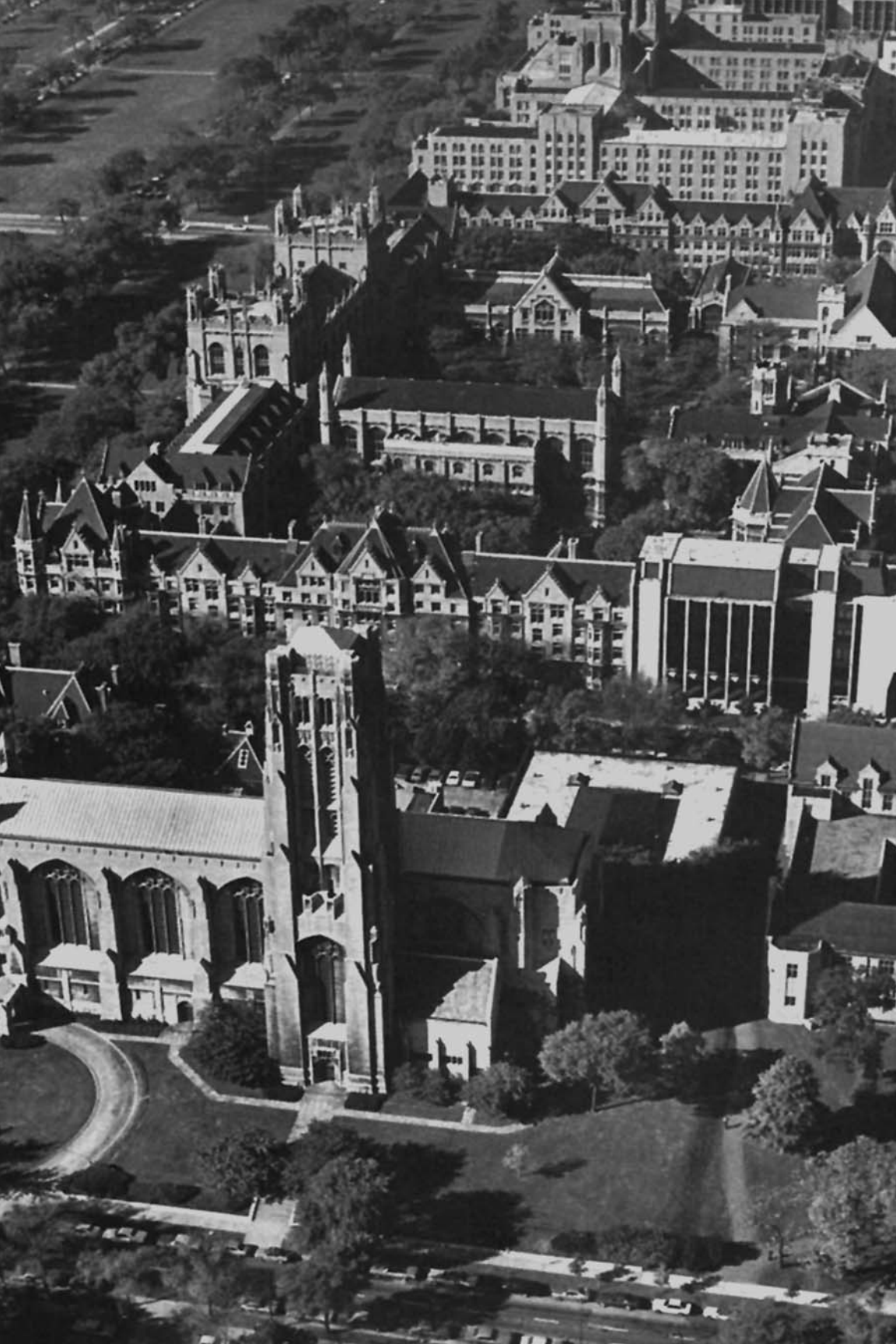
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OFFICERS *and* ADMINISTRATION

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Robert Zimmer, *President of the University*

Thomas F. Rosenbaum, *Provost*

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Tina Rzepnicki, *Deputy Dean for Faculty and Academic Affairs*

Karen Teigiser, *Deputy Dean for the Curriculum*

Penny Ruff Johnson, *Dean of Students*

Sydney Hans, *Chair of the Doctoral Program*

Michael Sosin, *Editor of Social Service Review*

Stephen Gilmore, *Associate Dean for External Affairs*

Keith Madderom, *Associate Dean for Administration*

Sue Fournier, *Assistant Dean for Administration and Director of Grants and Contracts*

Michael Jogerst, *Assistant Dean and Director of Career Services*

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Susan Knight, *Director of Field Education*

Maureen Stimming, *Director of Professional Development and Marketing*

TBA, *Director of Communications*

Brandie Egan, *Assistant Director of Continuing Education and Communications*

Quenette Walton, *Assistant Director of Admissions*

Eileen Libby, *Librarian*

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E. Summerson Carr, Ph.D., *Assistant Professor*

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Yoonsun Choi, Ph.D., *Assistant Professor; Faculty Associate, Chapin Hall Center for Children*

Malitta Engstrom, Ph.D., *Assistant Professor*

Robert P. Fairbanks II, Ph.D., *Assistant Professor*

Sarah Gehlert, Ph.D., *Professor; Graduate Program in Health Administration and Policy; Research Associate, Center for Health Administration Studies; Faculty Associate, Institute for Mind and Body; Director, Center for Health Disparities Research; Investigator, University of Chicago Cancer Research Center*

Colleen Grogan, Ph.D., *Associate Professor; Faculty Advisor, Center for Health Administration Studies; Faculty Director, Graduate Program in Health Administration and Policy*

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Sydney L. Hans, Ph.D., *Associate Professor*

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

Penny Ruff Johnson, Ph.D., *Lecturer*

Waldo E. Johnson, Jr., Ph.D., *Associate Professor; Director, Center for the Study of Race, Politics, and Culture; Faculty Associate, Chapin Hall Center for Children*

Susan J. Lambert, Ph.D., *Associate Professor; Research Associate, Alfred P. Sloan Center on Parents, Children, and Work*

Judith Levine, Ph.D., *Lecturer; Research Associate, Population Research Center; Research Associate, Alfred P. Sloan Center on Parents, Children, and Work*

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Virginia Parks, Ph.D., *Assistant Professor*

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Irene Elkin, Ph.D., *Professor Emerita*

Paul Gitlin, D.S.W., *Professor Emeritus*

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

Elsie M. Pinkston, Ph.D., *Professor Emerita*

William Pollak, Ph.D., *Associate Professor Emeritus*

Harold A. Richman, Ph.D., *Hermon Dunlap Smith Professor Emeritus*

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Pastora San Juan Cafferty, Ph.D., *Professor Emerita*

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

Bernece K. Simon, A.M., *Samuel Deutsch Professor Emerita*

Mary Louise Somers, D.S.W., D.H.L., *Professor Emerita*

Irving Spergel, Ph.D., *George Herbert Jones Professor Emeritus*

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

VISITING COMMITTEE

The School's Visiting Committee was established in 1955 to help interpret the School's mission and goals to the public, advise the Dean about the needs and concerns of the community, and assist the School in its financial development efforts. Committee members hold positions of leadership in many social service and philanthropic agencies.

David J. Vitale, *Chairman*
Donna E. Barrows
Judith S. Block
Frank M. Clark
Peter H. Darrow
James Dimon
Judith Dimon
Arne Duncan
Sunny Fischer
Dr. Betsy R. Gidwitz
Mary Winton Green
Cynthia Greenleaf
Valerie B. Jarrett
Richard L. Jones
Iris J. Krieg
Joseph G. Loundy
Amy S. Lubin
Lindy Kelly Lymburn
Dr. Katharine (Kitty) Mann
Suzanne Muchin
Terry Peterson

Thomas B. Puls II
Brian P. Simmons
Rev. Richard L. Tolliver
Gail Waller

LIFE MEMBERS

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Shirley R. Brussell
Elizabeth M. Butler
Charles R. Feldstein
Nancy J. Johnstone
Ann Dibble Jordan
Elliot Lehman
Beatrice Cummings Mayer
Jean S. Meltzer
Arthur E. Rasmussen, Jr.
James T. Rhind
Dorothy W. Runner
Rev. Dr. Kenneth B. Smith, Jr.
Bernice T. Weissbourd
Maynard I. Wishner





THE FIELD *and the* SCHOOL

THE FIELD OF SOCIAL WELFARE

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

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

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

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

THE SCHOOL OF SOCIAL SERVICE ADMINISTRATION

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

While most early schools of social work concentrated on practical training for case-workers, SSA's leaders insisted on the need for a solid foundation in social science and

social research as well. In its first decade, Chicago School faculty and students were investigating such issues as juvenile delinquency, truancy, vocational training, and housing in the rapidly growing city. The decision in 1920 to join the School to the University of Chicago opened students to contact with the social sciences and the strengths of the University.

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

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

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

SSA faculty members have been honored as White House Fellows, Fulbright Fellows, and Kellogg Fellows. They have strong ties both to public and private welfare agencies and to local, state, and national governments. Among them, for example, is the former director of strategic planning and development for the Chicago Public Schools as well as a senior policy scholar who advises the federal government on welfare laws. Faculty members have contributed their expertise to long lists of national and state commissions on such topics as juvenile justice, mental health, aging, and child welfare.

THE MISSION OF THE SCHOOL

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

SSA is dedicated to working toward a more just and humane society through research, teaching, and service to the community.

As one of the oldest and most prestigious graduate schools of social work, SSA prepares working professionals to handle society’s most difficult problems by developing new knowledge, promoting a deeper understanding of the causes and human

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

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

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

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

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

THE EDUCATIONAL PROGRAM

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

The master's program prepares students to enter advanced professional practice. The curriculum includes: (a) the core curriculum, which offers all students a solid introduction to the fundamentals of direct practice with individuals, families, organizations, and communities and to the fundamentals of administration and policy in their first two quarters; (b) an elective concentration in either clinical practice or social administration;

and, (c) field placements to supplement both the core and the concentrations.

The doctoral program offers specialized study at a more advanced level. Each student's program is worked out individually and features course work (including courses in related disciplines taught in other units of the University), independent study, and research leading to the dissertation.

Detailed descriptions of the graduate programs are offered on pages 11-31.

PROFESSIONAL CAREERS

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

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

Alumni of the School are found in diverse leadership roles in social welfare. Nationally, they direct departments at nearly 800 social welfare organizations and are deans of several professional programs in social work. More than 140 alumni hold senior positions in federal, state, or local government agencies. Alumni are also involved on the global stage, working with governments, NGOs, and international organizations. Recent graduates apply their training to enhance the well-being of individuals in health and mental health agencies, child and family services, school social work, and geriatric services. Others plan programs at agencies or in government, evaluate social welfare programs, or get involved in politics, community organizing, and advocacy.

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

THE BROADER CONTEXT

THE UNIVERSITY

The School of Social Service Administration had ties to the University of Chicago from its very beginnings, and in 1920 it became a formal part of the University. Edith Abbott, the School's first dean wrote, "We were clear in Chicago that only in a university, and only in a great university, could a school of social work get the educational facilities that advanced professional students must have if they were to become the efficient public

servants of democracy.”

The University of Chicago is one of the foremost institutions in the country; the School of Social Service Administration has both benefited from and contributed to its special strengths. The University has a strong emphasis on graduate and professional education. It has a fruitful tradition of encouraging interdisciplinary approaches to knowledge. Among its strongest divisions have always been the behavioral and social sciences, which, in the tradition of the “Chicago School,” have combined attention to social theory with concern for the pressing real-world problems of an urban society.

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

THE CITY

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

The University itself is located in the attractive Hyde Park neighborhood on the city’s south-side lakefront. The neighborhood’s architectural and historic distinctions won it a place on the National Register of Historic Places in 1979. Many students and faculty live in Hyde Park, taking advantage of its museums, galleries, restaurants, and shops, as well as the rich cultural activity centered around the university community.

But the broader context is Chicago, and it is an irresistible context for the student of social welfare. Chicago has been the center of pioneering movements in social work, community organizing, women’s rights, urban planning and architecture, labor organizing, and black politics. Through Chicago’s leadership, Illinois was the first state to pass a Mother’s Pension Act (forerunner of AFDC and TANF) and the first to create a Juvenile Court. A list of its movers and shakers would include not only Cyrus McCormick, Montgomery Ward, and Richard J. Daley, but also Jane Addams, Saul Alinsky, Julia Lathrop, Frank Lloyd Wright, Bertha Palmer, Clarence Darrow, Gail Cincotta, and the Reverend Jesse Jackson. Chicago confronts the major issues facing American cities in such areas as economic development, public education, and the political empowerment of minorities, and its efforts are watched by other cities throughout the country.

After a century of immigration, the city’s people are extraordinarily diverse (a trivial but telling reflection is the choice of restaurants, which ranges from Armenian to Vietnamese and includes most of the cuisines of Europe, Asia, and the Americas along the way). The city and metropolitan area support a vigorous cultural life whose chief glories are the Chicago Symphony Orchestra, the Art Institute, the Lyric Opera, a distinguished literary tradition, a nationally hailed theatrical scene, and the finest urban architecture

and contemporary blues music in America.

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



EDUCATIONAL PROGRAMS

THE MASTER OF ARTS PROGRAM

The Master of Arts program, continuously accredited by the Council on Social Work Education and its predecessor organizations since 1919, prepares students for advanced professional practice.

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

STUDENT EDUCATIONAL OUTCOMES

Values

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

Knowledge and Skills

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

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

THE CORE CURRICULUM

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

Required courses in the first 2 quarters of the first year provide students with a common foundation of knowledge concerning social welfare issues, human development, direct practice intervention strategies, and social research. This foundation provides the background for concentration in clinical practice or social administration. Fieldwork placements in the first year are continuous for 3 quarters. They provide direct practice experience with distressed people and the institutions established to help them.

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

Autumn	Winter	Spring
SSAD 30000	SSAD 30000	Concentration or Elective
SSAD 30100	SSAD 30100	Concentration or Elective
SSAD 32700	SSAD 30200	Concentration or Elective
Field Work	Field Work	Field Work

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

Social Intervention: Programs and Policies (SSAD 30000). This 2-quarter course introduces students to the issues and problems associated with social welfare interventions at the community, agency, and policy levels. Students are expected to learn and exercise skills in analyzing the components of current policies, designing programmatic alternatives, anticipating substantive, operational, and political advantages and disadvantages, weighing benefits against financial costs, and making sound choices among imperfect alternatives. While focusing on public policies, the course will include consideration of the impact of policies and programs on individuals and families. The course will give students a thorough grounding in several critical areas of social work practice, including poverty and at least 2 social service areas such as mental health and child welfare.

Social Intervention: Direct Practice (SSAD 30100). This 2-quarter course emphasizes the design and practice of social work interventions at the individual, family, and group levels. Students are introduced to the values, theories, concepts, skills, and empirical evidence that form the base for direct social work practice. Complementing SSAD 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.

A field seminar is required. The Applied Learning seminar introduces students to basic social work skills of interviewing and assessment, as well as issues related to the agency and community context of their work. It provides experiential learning drawing on students' field work.

Social Intervention: Research and Evaluation (SSAD 30200). This course focuses on the generation, analysis, and use of data and information relevant to decision making at the case, program, and policy levels. Students learn and develop skill in the collection, analysis, and use of data related to fundamental aspects of social work practice: problem assessment and definition; intervention formulation, implementation, and refinement; and evaluation. The course covers specification and measurement of various practice and social science concepts, sampling methods, data collection strategies, and statistical and graphical approaches to data analysis. Students with strong research background and skills may be eligible for placement in an advanced course—**Social Intervention: Advanced Research and Evaluation (SSAD 30400).**

Human Behavior and the Social Environment (SSAD 32700). This course teaches biological and social science concepts concerning human development that are fundamental to social work practice: social and ecological systems; life course development; culture, ethnicity, and gender; stress, coping, and adaptation; and social issues related to development over the life course. Students with extensive background in the socio-cultural, socio-economic, psychological, and cognitive contexts of human growth and behavior, may waive into an advanced course.

Human Diversity Requirement

In keeping with the School's mission and the commitment to train students for practice in a heterogeneous society, curriculum content on human diversity is integrated into nearly every course. In addition, students must take 1 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 sociocultural and socioeconomic contexts.
3. To analyze the ethnic and political issues related to the patterns, dynamics, and consequences of discrimination and oppression.

4. To help students develop skills to promote individual and social change toward social and economic justice.
5. To provide students a theoretical framework for integrating an approach toward diversity within their own particular area of expertise (e.g., clinical, community, organization, management, etc.).

Each year students will be provided a list of courses that meet the diversity requirement. Students who would like to substitute a course must obtain a copy of the syllabus for that course and submit a written memo to the Dean of Students explaining why that course will meet the goals provided by the diversity requirement. Because the diversity requirement is intended to give students an analytical framework with which to integrate questions of diversity within their training at SSA, no waivers of this course are considered. Approved courses in human diversity for the 2007-2008 academic year are listed below.

42100	Aging and Mental Health
42800	Clinical Intervention with Socially Vulnerable Clients
43300	The Exceptional Child
43900	Disability: Medical, Ethical, and Psychosocial Issues
44112	Use of Self and Clinical Practice with Multicultural Populations
44301	Psychodynamic Perspectives on Spirituality
44401	Sexuality across the Life Cycle
44800	Urban Adolescents in Their Families, Communities, and Schools: Issues for Research and Policy
44922	Patterns of Distress across Cultures
45200	African American Families: Theories and Research on the Role of Fathers
46500	The Youth Gang Problem: Policy, Programs, and Research
46912	Gender, Race, and Ethnicity: Organizational Issues
47801	Human Rights Perspective for Social Work Direct Practice
47912	Psychotherapy with Gay and Lesbian Clients
60100	Drugs: Culture and Context
60200	Spirituality and Social Work Practice
60600	Cultural Diversity & Social Development of Urban-Dwelling Children
60700	Cultural Differences in Clinical Work
61400	The Social Meaning of Race

FIELD PLACEMENT

Field instruction is an important component of professional education for social workers. Its purpose is to provide students with an opportunity to develop and apply practice knowledge by working under the guidance of a supervisor in a practice setting. Field placements occur during the first and second years.

In the first year, fieldwork is integrated with core and elective courses to provide direct practice experience with distressed people and the institutions established to help them. Students will develop beginning competence in direct social work practice through experience in assessment and intervention, involving 16 hours a week for a total of 480 hours. Students will participate in an Applied Learning Seminar as part of their field experience. Toward the end of the 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 social administration placement.

The primary objective of the clinical practice field experience is to develop more advanced practice knowledge and competence in psychosocial assessment and intervention with individuals, couples, families, and groups. Students are expected to understand and use more than 1 practice approach to prepare them for broad-based professional practice with a range of clients, problems, and environmental situations. Second-year field instruction involves a minimum of 640 hours, usually 24 hours a week, and runs concurrently with the clinical case seminar (SSAD 40100) for 3 quarters.

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, and related social welfare organizations. Such placements give students a broad view of a social welfare problem and of the organized response to that problem. The combination of the placement and the required courses allows students to combine theoretical, substantive, analytical, and practical insights and to examine the tensions between theory and practice. Full time social administration students may spend 2 or 3 days a week in the field for the entire academic year, depending on the field placement (a minimum of 496 hours). A Social Administration Integrative Seminar (SSA 49500) is an option for students interested in the opportunity to examine field issues and integrate coursework and field experience in a seminar format. The seminar meets biweekly throughout the second year.

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

A list of field placements for clinical practice and social administration from 2006-2007 begins on page 116.

THE CONCENTRATION CURRICULUM

The master's curriculum provides the opportunity for concentrated study in 2 major areas of social work and social welfare: clinical practice and social administration. Students begin taking courses in their concentrations in Spring Quarter of their first year. The clinical practice curriculum includes required and elective courses designed to educate students for direct social work practice, which encompass a broad range of psychosocial services for a variety of problems in living. Students may choose to specialize in a specific area of practice (e.g., health, mental health, family and child welfare) or with a specific target population (e.g., children). The social administration curriculum is designed to educate students for social work in community organizations, management, advocacy, planning, policy development and implementation, and evaluation. Within the social administration concentration students can specialize by taking several courses in 1 area: management, policy analysis, or community organizing, planning, and development.

CLINICAL PRACTICE CONCENTRATION

The clinical concentration prepares students for advanced practice with individuals, families, and small groups. The program asks students to think critically about different theoretical systems, research findings, and practice methods. Students learn how to monitor progress and evaluate outcomes of interventions and how to determine which approaches are most effective. A defining feature of the program is the focus on the

social, cultural, political, and economic contexts of vulnerability and need. Students are led to explore the organizational contexts of intervention. Advocacy is crucial, and courses consider the social worker's role in helping organizations, communities, and society become more responsive to human needs. Direct practitioners serve a variety of roles in a wide range of settings, and graduates assume supervisory, management, and consulting responsibilities.

Required Courses

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

1. A 2-quarter course sequence in 1 practice method and at least 1 additional course in a different practice method sequence: behavioral (40401 or 40402, and either 40512, 43212, or 43800), cognitive (41300/41400), family systems (40800 and 41700, 40212, or 43401), or psychodynamic (41000/41100). A 1-quarter course in Evidence-based Clinical Practice (43212) can also be taken to fulfill the one quarter course requirement.
2. 44500 Clinical Research
3. One advanced human behavior in the social environment course (e.g., 42100 Aging and Mental Health; 42500 Adult Psychopathology; 42600 Diagnosing Mental Disorders in Children and Adolescents; 43300 The Exceptional Child).
4. A 1-credit field case seminar (40100) designed to guide, monitor, and integrate the practicum experience with other course work. The seminar meets throughout the second year. The credit can be recorded in any quarter the student chooses.
5. A clinical field placement intended to provide students with an opportunity to develop, apply, and test practice knowledge by working under the guidance of a supervisor in a clinical practice setting. Field instruction involves a minimum of 640 hours, usually 24 hours a week, and runs concurrently with the clinical case seminar (40100) for 3 quarters.

Electives

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

Areas of Special Interest

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

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

FAMILY AND CHILD WELFARE

- 41700 Clinical Treatment of Abusive Family Systems
- 42912 Work and Family Policy: Policy Considerations for Family Support
- 47101 Child Welfare: Practice and Policy
- 49312 The Juvenile Justice System: Policy and Practice
- 60800 Child and Adolescent Trauma

FAMILY AND COMMUNITY SUPPORT

- 42700 Family Support Principles, Practice, and Program Development *
- 42912 Work and Family Policy: Policy Considerations for Family Support*
- 60800 Child and Adolescent Trauma
- 61100 Seminar in Violence Prevention

** Required for Family Support Specialization*

HEALTH

- 40600 Social Work Intervention with Groups
- 43401 Family Systems: Health and Mental Health
- 43700 Clinical Social Work Issues in Health Care
- 43900 Disability: Medical, Ethical, and Psychosocial Issues
- 46600 Special Problems in Health Care Management
- 60900 Advanced Group Treatment
- 65100 Biology and Sociology of AIDS

MENTAL HEALTH

- 40000 Clinical Intervention in Substance Abuse
- 41700 Clinical Treatment of Abusive Family Systems
- 42001 Substance Use Practice
- 42500 Adult Psychopathology
- 42600 Diagnosing Mental Disorders in Children and Adolescents
- 44922 Patterns of Distress across Cultures
- 47422 Biomedical Perspectives in Social Work

OLDER ADULTS

- 42100 Aging and Mental Health *
- 49012 Aging and Public Policy *
- 61200 Introduction to Aging: 21st Century Perspectives

** Required for Older Adult Specialization*

SCHOOL SOCIAL WORK

- 40300 Treatment of Children
- 40600 Social Work Intervention with Groups
- 41600 Public School Systems and Service Populations *
- 41900 Treatment of Adolescents: A Contextual Perspective
- 42600 Diagnosing Mental Disorders in Children and Adolescents
- 43300 The Exceptional Child *

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

46500 The Youth Gang Problem: Policy, Programs, and Research

60800 Child and Adolescent Trauma

** Required for School Social Work Program*

Students are invited to consider courses from the social administration offerings such as: 41800 Social Work and the Law; 45900 Staff Development and Supervision: A Systems Approach; 46412 The Evaluation of Social Welfare Programs and Policies; and 48300 Theories and Strategies of Community Change.

SOCIAL ADMINISTRATION CONCENTRATION

The social administration concentration prepares students for professional practice in community organizing, planning and development; human services management; and policy analysis. Students are prepared for jobs such as positions in federal, state, county, and municipal government; private nonprofit and for-profit organizations; public policy research and advocacy organizations; community-based organizations and action groups; and electoral politics at all levels of government.

The social administration concentration provides students with advanced instruction in the economics, politics, and organization of social welfare. It teaches students the analytical and research skills needed to advocate for client groups and communities, and to plan, implement, and evaluate programs and policies at various levels of intervention.

Requirements

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

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

Clusters and Elective Courses

In addition to the required courses listed above, the social administration concentration offers several other courses organized within 3 clusters: Community Organizing, Planning, and Development; Management; and Policy Analysis. In choosing electives, students are encouraged to focus their study by selecting the recommended courses from 1 of the clusters.

Community Organizing, Planning, and Development

This sequence of recommended courses provides the conceptual and substantive knowledge base underlying professional practice in community organizing, planning, and development. Traditionally, the field of community organization has encompassed distinct modes or strategies of intervention—social planning, social action, and community development—by which professionals help community groups engage in

purposive, collective change. More recently, such groups have sought to draw from multiple traditions and to build community across a number of boundaries to enhance the effectiveness of community responses to contemporary social welfare challenges. The goals of the community organizing, planning, and development cluster are:

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

These goals are realized through coursework and field placements, as well as student-initiated activities and other program offerings. SSA faculty recommend that cluster students first take the core community course (SSAD 48300), followed by at least 1 course in each of the 2 subsequent areas. In addition, they recommend that students take a special section of SSAD 49500, a field seminar dedicated to community issues.

I. Community Core

48300 Theories and Strategies of Community Change

II. Community and Context

48200 Seminar: Political Economy of Urban Development

49812 Community Organization: Historical Contexts and Current Challenges (not offered in 2007-08)

47622 Community Development in International Perspective

III. Selected Strategies

42912 Work and Family Policy: Policy Considerations for Family Support

45312 Urban Social Movements

48112 Community Organizing

48600 Community Development

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

Management

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

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

SSA faculty members recommend taking 2 foundation courses in management and at least 1 management methods course, and selecting from substantive elective courses.

Foundation courses

- 44612 Organizations, Management, and Social Policy
- 49401 Nonprofit Organizations and Leadership for Social Change

Methods courses

- 47300 Strategic Management: External Factors
- 49600 Financial Management for Nonprofit Organizations
- 49701 Administrative Methods

Electives

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

Policy Analysis

This sequence of recommended courses teaches students the conceptual and technical knowledge underlying policy planning, analysis, and evaluation in social welfare. The goals of the policy cluster are:

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

Foundation course

- 45600 Policy Analysis: Methods and Applications

One substantive elective from the list below

- 42912 Work and Family Policy: Policy Considerations for Family Support
- 44612 Organizations, Management and Social Policy
- 44700 Health Policy
- 44800 Urban Adolescents in Their Families, Communities, and Schools: Issues for Research and Policy
- 46412 The Evaluation of Social Welfare Programs and Policies
- 46500 The Youth Gang Problem: Policy, Programs, and Research
- 46600 Special Problems in Health Care Management
- 47500 The Health Services System
- 47712 Perspectives on Urban Poverty
- 49012 Aging and Public Policy
- 49312 The Juvenile Justice System: Policy and Practice
- 49401 Nonprofit Organizations and Leadership 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
- 65100 Biology and Sociology of AIDS

Crossover Courses

Most of the courses that are lodged in either the clinical practice or social administration concentration are of potential interest to students in both concentrations. Clinical students are encouraged to take courses in social administration and vice-versa. A number of courses have been identified as being particularly relevant for both groups. Several bear on issues of supervision, management, and understanding organizational dynamics. They include:

- 41800 Social Work and the Law
- 42100 Aging and Mental Health
- 42700 Family Support Principles, Practice, and Program Development
- 42912 Work and Family Policy: Policy Considerations for Family Support
- 44800 Urban Adolescents in Their Families, Communities, and Schools: Issues for Research and Policy
- 45900 Staff Development and Supervision: A Systems Approach
- 46412 The Evaluation of Social Welfare Programs and Policies
- 46500 The Youth Gang Problem: Policy, Programs, and Research
- 47500 The Health Services System
- 47801 Human Rights Perspective for Social Work Direct Practice
- 49112 Children, Families, and the Law
- 49401 Nonprofit Organizations and Leadership for Social Change
- 49600 Financial Management for Nonprofit Organizations
- 60100 Drugs: Culture and Context
- 61100 Seminar in Violence Prevention

SPECIAL PROGRAMS

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

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

Community Schools Program

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

Students interested in community schools take the social administration concentration or clinical concentration, have a second-year placement in a community school, and participate in a year-long integrative field seminar, a special section of SSAD 40100/49500. In addition, they are required to take 44800 Urban Adolescents in Their

Families, Communities, and Schools: Issues for Research and Policy. The field seminar will provide a link between placements and classroom learning and will engage students in the broad issues and debates surrounding school reform in urban communities. It will present critical case studies that pose central dilemmas and problems in community schools and provide focused skills-based training. In addition, students are encouraged to select from a range of courses in community development, management, family support, and treatment of children and adolescents.

Evidence-based Practice

Evidence-based Practice is the integration of the best available research evidence with clinical expertise. Clinical students who elect the EBP program will learn how to formulate evidence-based questions from their practice, conduct a search for relevant evidence, and evaluate the quality of the evidence. The program will teach how to determine the appropriateness of the evidence for their clients and practice setting, how to implement the intervention, and how to evaluate the outcome of their intervention. The Integrated Dual Disorder Treatment Model (IDDTM) will be used as a practice exemplar of EBP. In addition to the evidence-based skills described above, students will learn to implement specific interventions for individuals with dual (mental health and substance abuse) disorders. Arrangements have been made with specific field work 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, 2 required courses, and a case seminar dedicated to EBP. 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 (SSAD 43212). Students are introduced to basic EBP skills and IDDTM interventions and develop evidence-based interventions for their clients.

Clinical Research (SSAD 44500). Students will complete their introduction to IDDTM interventions and will begin learning the use of client data in clinical decision making and how to evaluate the outcome of their interventions.

Field case seminar in evidence-based practice (SSAD 40100). The seminar accompanies the field work placement. It will focus on clinical issues, program development, and organizational and staff issues. It will also include training in motivational interviewing provided for both students and staff at their field agencies.

The recommended courses include Adult Psychopathology (SSAD 42500) and Clinical Intervention in Substance Abuse (SSAD 40000) or Substance Use Practice (SSAD 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. The knowledge base is interdisciplinary, drawing primarily from social and biological science theories and research as well as practice theories and research. Core values include an ecological orientation, a focus on prevention of problems and promotion of desirable outcomes, and a commitment to strength-based partnerships between professionals, participants, and other stakeholders. Basic skills for family support reflect the full range of social work services: individual, family, group, organization, community, administration, and policy work. Family support also draws on a broad range of specialized skills, including program

design, implementation, and evaluation, formation and facilitation of groups, home visiting, community building, and interagency collaboration.

Students interested in Family Support can be in either the clinical or social administration concentration and have a placement in an agency that practices family support principles. Clinical students take a year-long case seminar required by the clinical concentration. In addition, all students take 2 required courses in Family Support.

Family Support Principles, Practice, and Program Development (SSAD 42700) is taken in the Autumn and explores the theoretical principles and values underlying family support. Work and Family Policy: Policy Considerations for Family Support (SSAD 42912) is taken in the Winter and provides students with the knowledge and skills to consider policy issues related to work and families. A special section of the field case seminar (SSAD 40100) is designated for students specializing in family support.

Students who specialize in family support choose an internship specifically designed for this program.

The Graduate Program in Health Administration and Policy

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

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

Social administration students interested in careers related to health services may simultaneously earn a certificate in health administration and policy through the normal course load required for the master's degree. Concurrent to SSA requirements, GPHAP students must take 4 health-related courses and 1 finance course. In addition, GPHAP students are expected to complete health-related field placements and engage in 3 co-curricular activities per quarter such as seminars, workshops, and networking events, providing written summaries of these experiences.

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

Applications for students graduating in 2009 were due July 15, 2007. After that date, applications will be considered on a rolling basis. For more detailed program information and admissions guidelines, please visit the GPHAP website at <http://gphap.uchicago.edu>.

Older Adult Studies Program

To advance the preparation of geriatric social workers and to strengthen the quality of care given to a growing older population, SSA developed an Older Adult Studies program. Social workers bring a unique, multi-faceted perspective to working with older adults. Their training develops the capacity to respond to an older person's need for support and intervention in multiple domains. Social workers bring an understanding of an older person's strengths and resiliency as well as strong assessment, problem-solving, and advocacy skills. This program combines an understanding of the person-in-environment as well as an awareness of the web of institutional relationships linking the older adult to society and social policy. Students will be prepared to practice in an evolving healthcare environment.

Students interested in working with older adults take either the clinical or social administration concentration, 2 required courses, and a placement in which they work with older adults. Clinical students in the program take a clinical case seminar required of all clinical students. Students can take either Introduction to Aging: 21st Century Perspectives (SSAD 61200), or Aging and Mental Health (SSAD 42100). Both integrate the theories and practice skills needed for effective clinical work with older adults and their families. Aging and Public Policy (SSAD 49012) which helps students to understand the design and delivery of services and their implications for the social, economic, and physical welfare of the aged and their caregivers. In cooperation with the Hartford Foundation and the New York Academy of Medicine, we offer a unique approach to field learning which provides the student maximum exposure to the aging person and the services and systems designed to support older people and their families.

Program on Poverty and Inequality

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

Students selecting this program will be expected to take 2 foundation courses, 1 addressing poverty, Poverty, Inequality, and the Welfare State (SSAD 60400), and the other addressing workforce issues, Workforce and Workplace Development: Inequality in Employment (SSAD 60300/59300). Students in the program can select electives drawn from a variety of courses offered at SSA and in other parts of the University. For 2007-2008, a recommended elective is Perspectives on Urban Poverty (SSAD 47712).

School Social Work Program

The School Social Work program provides students with the knowledge, skills, values, and experience needed to prepare them for certification as school social workers. Through the combination of course work and field work, 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 3 courses specifically designed for their specialization. Students are required to take 40100 Field Case Seminar, 41600 Public School Systems and Service Populations, and 43300 The Exceptional Child. The course on exceptional children is directed at the role of the school social worker in providing service to children and their families in a school setting. Methods of evaluating disorders and current research in the field are covered. The course 41600 Public School Systems and Service Populations is designed to acquaint students with the organization of the public schools, implementation of special education mandates, services to culturally and economically diverse populations, how to recognize elements of an effective school, and the role of the social worker in a variety of public school settings. In addition, students are required to take 40100 Field Case Seminar, a specialized 3-quarter case seminar that integrates academic work with field experiences in the school setting. Students bring case material to the seminar for analysis and discussion.

Students interested in the school social work concentration for Illinois Type 73 Certification need to pass the basic skills test administered by the Illinois State Board of Education before beginning their school social work placement.

Violence Prevention

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

Students interested in violence prevention can take the clinical or social administration concentration. They will have a second-year placement focused on violence prevention and will take Seminar on Violence Prevention (SSAD 61100). In addition, students will take a relevant elective from the following list: Clinical Treatment of Abusive Family Systems (SSAD 41700); Advanced Seminar on Violence and Trauma (SSAD 42201); The Youth Gang Problem: Policy, Programs, and Research (SSAD 46500); and Child and Adolescent Trauma (SSAD 60800). Students can also select an elective from other parts of the University.

JOINT DEGREE PROGRAMS

SSA offers several opportunities for students to combine professional degrees to create a unique multi-faceted program. These joint or dual degree programs link professional study in 2 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 1 year less than if pursued separately. Joint degree programs are available between SSA and the Graduate School of Business, the Harris School of Public Policy Studies, and the Divinity School. Dual degrees are also available between SSA and the Chicago Cluster of Theological Schools.

Students must pursue formal admission to both degree programs through the admissions department of each respective school. If a student is currently enrolled in the first year of a professional school, he or she may apply for admission to another program to begin the combined degree. Students may apply for admission to both programs at the same time and defer 1 program for a year.

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

Students interested in pursuing both the A.M. degree in the School of Social Service Administration and the M.B.A. in the Graduate School of Business may enroll in the joint A.M./M.B.A. program. This option enables students to complete both degrees in 3 years.

For the M.B.A. component of the program, students must complete 14 courses while registered in the Graduate School of Business and must satisfy all of the specific requirements of the M.B.A. curriculum. As in the case of all M.B.A. students, those enrolled in the joint degree program may count 6 courses taken outside of the Graduate School of Business as free electives in the normal 20-course requirement for the M.B.A.

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

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

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

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

Students interested in pursuing both the master's degree in the School of Social Service Administration and the master's in public policy in the Irving B. Harris Graduate School of Public Policy Studies may enroll in the joint A.M./M.P.P. program. This option enables students to complete both degrees in 3 years.

Students in this program must satisfy all of the requirements in both schools. Joint degree students will be required to take 13 courses with SSA and 14 courses with the Harris School, including SSA's 6 core courses and the Harris School's 7 core courses.

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

Joint A.M./M.Div. Program

The School of Social Service Administration and the Divinity School of The University of Chicago have designed a program of study that permits students to earn both the A.M. and the M.Div. degrees in 1 academic year less than if they completed both degree programs consecutively. Students in this joint program apply certain course credits toward partial satisfaction of the requirements for both degrees. Applicants to the joint A.M./M.Div. program must meet the entrance requirements and follow the application procedures of both schools.

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

Dual A.M./M.Div. Programs

The School of Social Service Administration has designed programs of study with several of the schools comprising The Chicago Cluster of Theological Schools. These programs enable students who are interested in developing dual competence in social work and ministry to earn both the A.M. and M.Div. degrees in 1 academic year less than if they completed both degree programs consecutively.

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

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

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

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

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

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

EXTENDED EVENING PROGRAM

The School of Social Service Administration offers a 3-year Extended Evening Program (EEP) to meet the educational needs of working adults. The program design enables students to complete the Master of Arts degree requirements by attending classes part-time in the evenings during 3 years of continuous enrollment. EEP requires the same number of hours and credits in class and field work as the full-time program.

Required courses are scheduled from 5:30 p.m. to 8:20 p.m., 2 evenings a week. The Field Seminar, held on Saturday mornings in the first year, is an exception to this schedule. 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 2 field placements. The first placement, or core placement, consists of 400 hours in the field. It typically occurs from the beginning of the Autumn Quarter of the first year, through the following summer, and into the Autumn Quarter of the second year. The second field placement consists of 720 hours for students in the clinical practice concentration and 576 hours for students in the social administration concentration. It typically begins during the Autumn or Winter Quarter of the second year, includes the summer, and continues through the third academic year.

Students are required to spend a minimum of 8 hours each week in both the first and second field placements. Field internship opportunities are greatly increased if students have some daytime availability for field work, since options for field placements are difficult to arrange for students with only evenings and weekends free. 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 1 of the 2 field placements at their places of employment.

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

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

Financial aid and student loans are available for part-time study based on a combination of merit and need. Additional information can be obtained from the Dean of Students.

DOCTORAL DEGREE PROGRAM

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

CURRICULUM

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

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

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

nity to participate in teaching and research activities at the School as teaching and research assistants.

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

SUPPORTS FOR STUDENTS

Students in the doctoral program receive a stipend and full tuition and fees for 4 years. All admitted students are eligible to receive an \$18,000 stipend in year 1, and \$15,000 each year in years 2 to 4. To qualify for this financial aid, students must 1) meet income eligibility criteria, 2) maintain satisfactory progress, and 3) limit any outside, paid employment to 15 hours a week.* In addition, students with stipends in their first year will work as a research assistant for an SSA faculty member for 10 to 12 hours a week; students in years 2 to 4 can fulfill this work requirement through teaching and/or research. The School pays 82% of tuition during students' fifth and subsequent years.

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

To help ensure that they get the support needed to develop a customized program of study, all students work closely with an advisor. Students meet with advisors when selecting courses, but also once a year to complete a "self-assessment" in which they jointly review their program of study. The assessment is concerned with developing expertise rather than meeting milestones, so that conversations between student and advisor focus on intellectual and skill development. The Doctoral Committee typically selects an advisor for incoming students, matching theoretical and substantive interests. As a student's course of study evolves, he or she is encouraged to change advisors.

REQUIREMENTS FOR THE PH.D. DEGREE

Students will take a minimum of 15 courses: 5 in research perspectives and methods, 5 in conceptual foundations for analysis and intervention, and at least 5 additional doctoral-level courses. At least 3 courses must be taken in other departments or professional schools. It is expected that these 3 courses will be in a single discipline. Courses in research or statistical methods do not fulfill this requirement. Students must maintain a satisfactory level of academic performance in meeting these course requirements.

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

develop a brief supplemental reading list that they can also draw on in their short paper. Each year the faculty offers courses that include some of this material.

Finally, students are required to prepare and gain approval for a proposal of a dissertation research project and then successfully complete the dissertation. 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. Moreover, SSA offers advanced clinical practice for those interested in fulfilling the Council on Social Work Education's requirement of 2 years of post-master's clinical experience for those who teach clinical courses.

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

Doctoral students in advanced residence working away from Chicago on dissertation research toward a degree may be approved by the Dean of Students for *pro forma* registration for specified periods of time, with suspension of tuition and fees for that period of time. All students must return to advanced residence during the quarter in which the degree is received.

TIMELINE

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

TIMELINE FOR COMPLETION OF PROGRAM REQUIREMENTS				
Requirements	First Year	Second Year	Third Year	Fourth and beyond
Coursework	In progress	Course requirements completed	Additional courses as needed for dissertation	
Qualifying exam		Taken during summer following 2nd year		
Pre-dissertation research project	May be in progress	Completed		
Dissertation		Proposal may be in progress	Proposal submitted for approval	Dissertation completed

PROFESSIONAL DEVELOPMENT PROGRAM

The Professional Development Program (PDP) of the School of Social Service Administration is an expression of the School's commitment to the development of excellence in practice. It is an important component of our effort to advance understanding of social issues and social interventions. Program offerings are an extension of the graduate program of the School and provide for highly concentrated exposure to a variety of subject areas. The Professional Development Program encompasses a series of workshops presented in the fall, spring, and summer. The Program is designed for social work practitioners and those in allied human service professions who wish to enhance their practice skills as well as update their knowledge of theoretical advances and current research findings.

PDP offerings are taught by SSA adjunct instructional staff members and distinguished guest scholars and practitioners. A wide range of content is covered in the curriculum with emphasis on advanced clinical social work and management of human service organizations. Offerings address many contemporary issues of importance to social workers. For the participants, these workshops offer a chance to delve into an area of interest, to become informed about new research from those most knowledgeable in the topic, and to share experiences and skills with others in the field. Continuing education credit is available to meet state licensing requirements and to give recognition of personal initiative and growth. Discounts are given to students. Specific course offerings are described on the SSA website: www.ssa.uchicago.edu/programs/pdp.shtml.





ADMISSION REQUIREMENTS

In keeping with its long-standing traditions and policies, the University of Chicago, in admissions, employment, and access to programs, considers students on the basis of individual merit and without regard to race, color, religion, sex, sexual orientation, national or ethnic origin, age, disability, or other factors irrelevant to participation in the programs of the University. The Affirmative Action Officer (773-702-5671) is the University's official responsible for coordinating its adherence to this policy and related federal and state laws and regulations (including Section 504 of the Rehabilitation Act of 1973, as amended).

MASTER OF ARTS STUDENTS

FIRST YEAR

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

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

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

SECOND YEAR

Continuing Students

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

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

Transfer Students

The transfer student who has completed a first-year program and a field placement (480 hours) in another accredited school of social work within the past 3 years is generally eligible to enter the School in the Autumn quarter and complete degree requirements in 3 quarters by following a regular second-year program, if the program in the other school covered the content of the first-year program at SSA. Transfer applicants should enclose with their supplementary materials packet a catalog from the school of social work in which their first-year program was taken.

Returning Students

Individuals wishing to return to the School after being out of residence must reapply for admission. Students absent from the program for 5 years or more will be required to repeat all course work and internships.

DOCTORAL STUDENTS

An applicant for admission to the doctoral program must have demonstrated potential to contribute to scholarship in the field of social work and social welfare. Judgments on applicants are based on academic records at undergraduate and graduate levels, prior research and professional experience, writing samples demonstrating analytic ability, and other evidence of superior achievement and of interest in pursuing an academic appointment.

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

STUDENTS FROM OTHER COUNTRIES

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

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

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

APPLICATION PROCEDURES FOR DEGREE STUDENTS

All inquiries about admission or about the progress of a particular application should be addressed directly to the Director of Admissions, The School of Social Service Administration, The University of Chicago, 969 East 60th Street, Chicago, Illinois 60637, 773-702-1492 or admissions@ssa.uchicago.edu. Students are encouraged to visit the campus prior to admission.

APPLICATION DEADLINES

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

STEPS IN THE ADMISSION PROCESS

1. *Application forms.* Applications are available by going to the SSA website (www.ssa.uchicago.edu) and choosing "Admissions" from the menu, then "Master of Arts Program" and "Online Application." Paper applications are available by request from ssa.admissions@uchicago.edu. Returning master's degree students or applicants who completed the application process at the School within the last 3 years but did not enroll may request a Supplemental Application at ssa.admissions@uchicago.edu.
2. *Supplementary statement.* Applicants for the master's degree submit a statement discussing a social problem of importance to them and how a direct practice or policy intervention might provide a way to engage it as well as specific short- and long-term goals and how a social work education at SSA provides a way of achieving those goals.

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

Returning master's degree students as well as candidates who have applied previously should prepare a supplemental statement to the admissions committee updating the previous statement and describing interim social work education, experience, or activities.

Doctoral degree applicants submit a statement describing study plans, career objectives, and reasons for applying to the School. Instructions for writing these statements are provided in the online application.

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

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

4. *Application fee.* Applicants may pay the \$60 fee online at the time they submit the online application or they can send a check with the Application Fee Coupon (downloadable from the online application) to the address specified. This fee is not refundable.
5. *Interview.* In some instances, an interview with a member of the admissions committee may be arranged by the committee or requested by the applicant. Such interviews are not a routine part of the application process.
6. *References.* Current students or recent graduates must include at least 1 reference from an instructor. Applicants who are or who have recently been employed should include at least 1 reference from an employment supervisor. References can be solicited and handled directly through the online application; in this case letters of references are sent directly to the Admissions office through the online reference system. This is the preferred method. References on paper should be returned to the applicant in sealed envelopes which they will include with their supplementary materials packet.
7. *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.
8. *Financial aid.* Applicants applying for financial aid from the University must answer all financial aid questions on the online application. Applicants using the paper application will be sent a financial aid form after their application has been received. Applicants who are applying for student loans must also file a Free Application for Federal Student Aid (FAFSA) www.fafsa.ed.gov.
9. *Admission decision.* There is an April 1 deadline for filing an application to the master's program and December 15 for the doctoral program. In the master's program, admissions decisions are made at three points in the application cycle. Applications received by December 1 will be reviewed by February 15, applications received by January 15 will be reviewed by March 15, and decisions on applications received by the deadline, April 1, will be made by May 30. Admissions decisions for the doctoral program will be made by April 1.
10. *Admission deposit.* Applicants who are admitted to the School must confirm their acceptance by submitting both an acceptance form and a \$250 non-refundable deposit to reserve their places in the School. This sum is credited toward Autumn quarter tuition.

SPECIAL PROCEDURES FOR STUDENTS FROM OTHER COUNTRIES

Foreign applicants, whether attending a United States undergraduate institution or a college or university in their own country, follow regular application procedures as outlined above, except for the following:

1. Application fee. All applicants are required to pay an application fee of \$70 in U.S. currency, by bank draft or postal money order. Personal checks are acceptable only if written on a United States bank. This fee is an official requirement for admission, and foreign governments will approve the release of funds for this purpose.
2. Transcripts. Academic credentials, including courses taken, grades received, and degrees granted, should be sent directly to the School with the application. If this is not possible, copies in the applicant's possession may be acceptable if they have been certified by the proper school authorities. Applicants may not validate their own documents. The class or division of the degree must be stated if this is the customary method of reporting the quality of academic work.
3. Financial plan. Foreign applicants admitted to the School must submit a financial statement, itemizing sources of funds for maintenance and transportation, and must provide documented proof (certification by a bank or subsidizing agency or agent) of resources sufficient for their support during the two years. It is estimated that educational and living expenses, exclusive of travel to and from the student's home country, in 2007-08 will be approximately \$54,000 for one year of study. Neither University financial gift aid nor United States bank loans are available to foreign students in the master's program. Doctoral applicants are eligible to apply for gift aid only.

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

4. Use of English. Applicants whose first language is not English are required to take an English language proficiency examination. Applicants may submit scores from either the TOEFL or the IELTS examination as proof of their proficiency of English. 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. SSA requires a TOEFL score of 100 with sub scores of 26 each (250 on the earlier computerized test with a score of 25 in each component section) or a score of 7 with sub scores of 7 each on the IELTS exam.

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

SCHOLARSHIPS

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

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

FINANCIAL NEEDS ANALYSIS

Applicants' answers to the online Financial Aid questions are used to determine a student's financial need. Applicants using a paper application will be sent a form once their application for admission is received. Applicants whose financial needs analysis is received by the School after June 1 may be at a disadvantage in competing for scholarship and loan funds.

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

AWARDS ADMINISTERED BY THE SCHOOL

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

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

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

Edith Abbott Scholarship Fund
Charlotte F. Andress Scholarship Fund
Beryl Veta Beringer Scholarship Fund
Sophonisba P. Breckinridge Scholarship Fund
Alvin Bronstein Scholarship Fund
Martha Burton Scholarship Fund
Chicago School of Civics & Philanthropy Scholarship Fund
Helen Clauson Scholarship Fund
Colver-Rosenberger Scholarship Fund

Alex and Miriam Elson Scholarship Fund
Thomas W. Fetzter Scholarship Fund
Regina Vogel Fine Scholarship Fund
Marion Gibson Fisher Scholarship Fund
David and Mary Winton Green Scholarship Fund
Francis R. and Benjamin C. Hayenga Scholarship Fund
Sophia and Uno Hill Memorial Scholarship Fund
Leila Houghteling Scholarship Fund
Stephanie Larsen Scholarship Fund
Gregory Lilly Scholarship Fund
Lynne Fowler Linn Scholarship Fund
Jeanne C. Marsh Scholarship Fund
Patricia McKnew Nielsen Scholarship Fund.
Robert Newberger Scholarship Fund
Alice S. Peterson Scholarship Fund
SSA Legacy Fund for Scholarship Aid
Mary C. Siemer Scholarship Fund
Spellberg Endowment Fund
Catherine Brooks Strow Scholarship Fund
Dorothy Sullivan Scholarship Fund
Dorothea Bishop Tucker Scholarship Fund
Wilma Walker Memorial Scholarship Fund
Dr. Marquis E. Wallace Fellowship Fund
Forrest Whitney Scholarship Fund
Rita Cohen Williams Scholarship Fund

The following scholarship funds have been established to provide financial assistance to SSA students with particular needs or attributes based on an assessment of need, merit, and eligibility:

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

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

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

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

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

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

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

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

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

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

Robert R. McCormick Tribune Fellowship Fund. These awards are designated to bolster the educational opportunities of students interested in careers as urban and community leaders.

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

Alice Pickard Minority Scholarship. These awards are designated for minority students at SSA.

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

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

Olive K. Sloane Scholarship Fund. These awards are designated for students at SSA whose field of study is medical social work.

Elizabeth Bosworth Wheeler Scholarship Fund. These awards are designated for students who demonstrate a commitment to the field of psychiatric social work.

Students who take their second-year field instruction in an Illinois public school are eligible to apply for a paid Illinois School Social Work internship.

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

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

AWARDS ADMINISTERED BY ORGANIZATIONS AND AGENCIES OUTSIDE THE SCHOOL

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

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

LOAN FUNDS

STAFFORD STUDENT LOAN (SUBSIDIZED AND UNSUBSIDIZED)

The subsidized Federal Stafford Loan is a need-based loan with a fixed interest rate of 6.8 percent for the life of the loan. The interest is paid by the federal government while the student is enrolled in school at least half time, throughout the 6-month grace period, and during periods of deferment. Graduate students may borrow up to \$8,500 per academic year in subsidized loans.

The unsubsidized Federal Stafford Loan is not based on financial need. The borrower is responsible for the interest that accrues on the loan, even while enrolled in school. Beginning July 1, 2007, graduate and professional degree students may borrow up to \$12,000 per academic year in unsubsidized loans. The interest rate is fixed at 6.8 percent. No fees are charged for either subsidized or unsubsidized Federal Stafford Loans to borrowers who use the University of Chicago as their lender.

PERKINS STUDENT LOANS

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 Perkins Student Loans.

NAMED UNIVERSITY LOAN FUNDS

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

The Constance Marcial Burroughs Loan Fund. This fund was named for a distinguished alumna of the Class of 1951 who received an Alumni Citation Award from SSA in 1975.

The Nolan P. Jacobson Loan Fund. Established by Raphael D. Atlas, A.M. '50, in honor of a former professor, Nolan P. Jacobson, who graduated from the University of Chicago Divinity School.

The Phil Hovda Emergency Student Loan Fund. Established in 1994 from gifts donated by more than 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 Willa Webber Lee Student Loan Fund. Established for a distinguished alumna from the Class of 1945.

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, X'35.

The Jeanne F. Westheimer Loan Fund. This fund was established by Jeanne Westheimer, A.M. '40, as a revolving loan fund for the benefit of SSA students.

Note: Regulations governing student loan programs have varied significantly in recent years. Current information regarding terms, repayment, and eligibility may be obtained from: Office of University Student Loan Administration, 970 East 58th Street, Room 411, Chicago, IL 60637 (773-702-6061).





GENERAL INFORMATION

SCHEDULE OF FEES

All payments of tuition and fees must be completed by the end of the fifth week of any quarter. If a student has not paid any account in full that is due to the University, restriction of further privileges or services may follow.

The fees listed here are for the academic year 2007-08.

1. Application fee\$60
This fee must accompany the original application for admission to the University. No part of this fee is either refunded or applied as an advance payment on other fees.
2. Advance reservation deposit\$250
Credited to Autumn Quarter tuition
3. Student Accident & Sickness Insurance (each of 3 quarters):
Basic Plan (student only)\$590
Advantage Plan (student only)\$908
Dependents (spouse/domestic partner)\$1,040
4. Student Activities fee (each quarter)\$45
5. Student Health fee (each quarter)\$168
6. Tuition fees per quarter for master's program:
Normal graduate program of 3 courses\$10,536
2 courses\$7,533
1 course\$4,365
7. Tuition fees per quarter for doctoral program:
Scholastic Residence\$10,536
Advanced Residence\$4,365

Note 1. *Pro Forma* status fee is \$224 each quarter.

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

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

8. Special service fee:

- a. Field Work registration per quarter\$25

9. Late fees:

- a. Late payment of fees\$100
- b. Late registration\$50

10. Change in registration\$25

A fee is charged for each change in registration made by a student after the officially scheduled change period (3rd week of quarter) unless caused by the University.

ESTIMATE OF EXPENSES

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

For a single student	\$51,067
Tuition	\$31,608
Fees and Student Accident & Sickness Insurance	\$2,409
Books	\$1,200
Commuting	\$850
Room/Board	\$12,500
Personal and miscellaneous	\$2,500
For first child	\$4,000
For each additional child	\$4,000

ADMINISTRATIVE INFORMATION ON COURSES AND REQUIREMENTS

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

Course Marks and Credits

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

- A—Denotes superior performance that is both consistent and outstanding.
- B—Denotes good, steady, adequate performance, with some of the plus values that make for an A. The B student shows understanding and ability to integrate learning and ends the course with a comprehensive grasp of the material.
- C—Denotes acceptable performance that indicates grasp of the essentials of the course and probable ability to complete the next course in the sequence. The mark C denotes lack of the comprehensive grasp and understanding of the B student. The C mark may represent uneven work or steady performance at no more than an acceptable level.
- D—Denotes minimum passing grade. The work is marginal, neither clearly acceptable nor clearly unacceptable. The student's grasp of the essentials is in question. The mark D denotes serious doubt that the student can complete the next course in the sequence.
- F—Denotes failure, i.e., unacceptable performance. An F grade clearly demonstrates inability of the student to grasp the essentials or to integrate learning. A grade of F, once recorded, cannot later be changed. Receiving an F grade necessitates registration and payment for an additional course.

A student may not register for a succeeding quarter or graduate if he/she has received Fs in 2 courses or 2 quarters of field work, with the following exception

and condition: 2 Fs received from the same instructor in 2 interrelated, concurrent courses will be treated as 1 F; 2 Fs in field work must be in 2 different field placements with 2 different field instructors. The faculty liaison may be the same for both field experiences.

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

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

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

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

Master's degree students must take letter grades (A, B, C, D, or F) in at least 15 of the 18 courses required for graduation. The remaining 3 courses may be taken on a Pass/D/Fail basis. The P/D/F system is available in any of the 3 courses in which the student wishes to use it. (SSA 40100: Clinical Case Seminar is only graded P/D/F. This course does not count as 1 of the student-selected P/D/F courses.)

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

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

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

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

Doctoral students are expected to maintain at least a 2.7 cumulative grade-point average (on a 4-point scale). A student whose grade-point average falls below 2.7 in any 3 consecutive quarters or 9 consecutive courses will be terminated from the program. Grades of P (Pass) will not be counted in the calculation of grade-point averages.

Doctoral students are permitted to take no more than one-fourth of the courses meeting the distributional requirements as P/D/F grading. Faculty members have the option of modifying letter grades with plus and minus designations.

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

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

Academic Honesty

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

Registration and Residence Requirements

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

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

Application for Degree

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

Leaves of Absence

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

Students absent from the program for 3 to 5 years, who have not been granted a leave of absence under the first provision, will need to reapply for admission to the School to complete requirements for the degree. Courses will be evaluated for credit toward meeting existing requirements. Students absent from the program for 5 years or more will be required to reapply for admission to the School and repeat all coursework and internships. No credit will be given for previous work toward the degree. If readmitted, they will be eligible for financial aid like other students.

Transcripts and Certification

Students may request a transcript of academic record or certification of student status from the Registrar's Office. A lifetime transcript fee of \$35 allows students to order transcripts online. The Registrar will not issue a transcript of record or release other nonpublic information except upon the written request of the student. Partial transcripts cannot be issued.

VETERANS

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





RESOURCES *and* SERVICES

RESOURCES

ADVISING

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

LIBRARY

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

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

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

COMPUTER LABORATORY

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

Students use the labs to work on their own assignments and research; they also use them for statistical analysis for quantitative research courses. All students make use of the lab at one time or another during their time at SSA, either for required coursework or personal research. Each student therefore is also provided with a limited amount of password-protected storage for his or her own use while attending SSA. In addition, students are able to print course work and other pages for free, up to a set amount each quarter. Students are charged a small fee for printing that exceeds the specified number of pages.

The lab is available during all hours that the SSA building is open. Additional University resources are also available throughout the campus including the Crerar Library Cyber-Cafe and Regenstein Library computing lab.

CAREER SERVICES

SSA CAREER SERVICES

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

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

To help provide networking opportunities, Career Services offers a database of more than 900 recent alumni who have volunteered to be contacts, offering advice and guidance for job-seekers. Several of these alumni also serve on quarterly career panels sponsored by Career Services to discuss their transitions from SSA and their current career paths, and to offer advice to graduating students. Alumni and students also participate in a shadow program during the summer to provide one-on-one direct workplace experiences.

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

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

CAREER ADVISING AND PLANNING SERVICES (CAPS)

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

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

UNIVERSITY HUMAN RESOURCES MANAGEMENT

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

LIVING ACCOMMODATIONS

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

The International House of Chicago was founded in 1932 through a gift from John D. Rockefeller, Jr. It is a coeducational residence for students from around the world. Each year the House accommodates more than 500 graduate and advanced undergraduate (third and fourth year students) residents—about half from countries other than the United States—who are pursuing academic and professional degrees, preparing in the creative or performing arts, or training with international firms at Chicago institutions. International House promotes understanding and friendship among students of diverse national, cultural, and social backgrounds, provides facilities that can benefit social and cultural development of its residents, and serves as a center of cultural exchange between international students and the greater Chicago community. The building is designed to facilitate informal daily interactions among residents in the House's kitchen and dining room, Tiffin Room, courtyard, library, computer labs, and television lounges. These interactions make a major contribution to achieving the goals of the House. International House seeks residents who are willing to share their time and talent with the House community through its programs and activities. Scholarships and fellowships are available. All inquiries should be addressed to the Registrar, International House, 1414 East 59th St., Chicago, IL 60637, telephone 773-753-2270, or e-mail i-house-housing@uchicago.edu. For further information about I-House programs, go to <http://ihouse.uchicago.edu>.

The University owns and operates more than 1,200 apartments located around and within the campus area. Graduate students who are single, married, or in a domestic partnership and who are registered and making normal progress towards their degrees are eligible to live in Neighborhood Student Apartments. Apartment sizes range from efficiency units to large 3-bedroom apartments, furnished or unfurnished, in walk-up or elevator buildings. Parking lots are available at some buildings. Options for single students include single occupancy and shared apartments. Couples with children are given priority for the 2- and 3-bedroom apartments. Inquiries should be addressed to Neighborhood Student Apartments, 5316 South Dorchester Ave., Chicago, IL 60615, telephone 773-753-2218.

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

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

UNIVERSITY OF CHICAGO STUDENT HEALTH CARE

HEALTH INSURANCE REQUIREMENT

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

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

AUTOMATIC ENROLLMENT

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

ELIGIBILITY

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

Information about benefits under the plan are available at <http://studenthealth.uchicago.edu/studentinsurance>. For questions about enrollment, contact the Student Insurance Assistant, University Registrar's Office, Room 103, 5801 Ellis Ave., Chicago, IL 60637, telephone 773-702-7877 or the University of Chicago Campus Insurance Coordinator at 773-834-4543.

STUDENT HEALTH AND WELLNESS FEE

The University requires all students to pay the Student Health and Wellness Fee during each quarter of enrollment. This fee covers patient visits at the Student Care Center and Student Counseling and Resource Services. Students' spouses, same-sex domestic partners and dependent children age 14 and older who are insured through the Student Accident and Sickness Insurance plan are also assessed the Student Health and Wellness Fee and are entitled to service at these facilities.

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

SUMMER HEALTH AND WELLNESS FEE

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

IMMUNIZATION REQUIREMENTS

By State of Illinois law, all students are required to present proof of immunity to rubella (German measles), measles (rubeola), mumps, and tetanus/diphtheria. The Student Care Center notifies all new students of the requirement and provides instructions for compliance. The exact requirements vary for each disease and are different for international students. Information and immunization forms can be accessed at <http://scc.uchicago.edu>. Students who fail to meet this requirement by the sixth week of the quarter will be notified and their subsequent registration restricted. A student who receives this notification is urged to call the Immunization Office at 773-702-9975 to resolve their status.

OTHER SERVICES

STUDENT ASSOCIATIONS

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

All registered master's students are members of the SSA Student Government Association and all registered doctoral students are members of the SSA Doctoral Student Association. Listed below are the student associations currently active within the School. Please go to SSA's web site (www.ssa.uchicago.edu) for descriptions of the student associations.

Advocates' Forum

- African American Student Association
- Community and Economic Development Organization
- Council of Jewish Social Work Students
- Doctoral Student Association
- Environmental Rights Group
- Feminist Student Association
- International Social Welfare
- Latino Student Association
- Moods and Meds Support Group
- Moonlighters EEP Student Association
- OUTreach: LGBTQ and Allied Social Workers
- SSA Christian Fellowship
- Student Government Association
- Wage Peace

THE ALUMNI ASSOCIATION

Established in 1929, the 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.

Board of Directors

Molly Baltman, A.M. '99, President
 Annie Rosenthal, A.M. '98, Vice President
 Thomas Wedekind, A.M. '73, Secretary
 Gina Anselmo, A.M. '98
 Tammy Blackard, A.M. '94
 Peter Chapman, A.M. '86
 Rubi Clay, A.M. '71
 Gwyn Davidson, A.M. '98
 Glenn Dillon, A.M. '05
 Elizabeth Frate, A.M. '06
 Yvonne Gillie-Wallace, A.M. '94
 Allen Hernandez, A.M. '06
 Yolanda Hernandez, A.M. '01
 Nicole Hrycyk, A.M. '04
 April Porter, A.M. '01
 Renee Rose, A.M. '04
 Richard Scott III, A.M. '98
 Terri Travis-Davis, A.M. '99

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 Professor Michael Sosin and the faculty of the School of Social Service Administration.

RESEARCH CENTERS

CHAPIN HALL CENTER FOR CHILDREN

Chapin Hall Center for Children at the University of Chicago engages in research focused on policies, programs, and practice that affect the well-being of children and youth. Chapin Hall's interdisciplinary research agenda encompasses the needs and potential of all children and youth, but devotes special attention to populations that experience significant problems, such as abuse or neglect, poverty, and mental or physical illness. Research is conducted on: social services for children and youth, in particular services associated with foster care and the juvenile justice system; supports for child and youth development; philanthropy that concentrates on community building initiatives; and the development of policy research in other countries that focuses on the well-being of children and youth. A number of faculty members from the School of Social Service Administration are associates of Chapin Hall and direct research under its auspices. SSA doctoral and master's-level students form an integral part of many Chapin Hall research teams, and are active participants in seminars and discussions. Please see the Chapin Hall website for more information about its research, publications, and conferences at www.chapinhall.org.

CENTER FOR HEALTH ADMINISTRATION STUDIES

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





COURSES *of* INSTRUCTION

MASTER'S LEVEL COURSES

30000. Social Intervention: Programs and Policies I, II

These 2 courses introduce all students to the design and implementation of social welfare interventions at the community, agency, and public policy levels. The courses use case material on policy issues that require a decision. This helps students learn and exercise skills in analyzing the components of current policies; designing programmatic alternatives; anticipating substantive, operational, and political advantages and disadvantages; weighing benefits against financial costs; and making sound choices among imperfect alternatives. The courses also give students a thorough substantive grounding in several critical areas of social welfare, including those of transfer programs and such social service areas as child welfare and mental health. Some cases include an analysis of the historical antecedents of a contemporary issue, and some include discussion of underlying philosophical premises.

I. J. Henly, J. Levine, H. Pollack, D. Puntenney, L. Shaefer, H. Webber

II. S. Carr, R. Fairbanks, J. Holton, J. Mosley, V. Parks, G. Savarese

30100. Social Intervention: Direct Practice I, II

These 2 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.

B. Borden, A. Curry, N. Guterman, J. Havlicek, K. Schechter, K. Teigiser, D. Voisin, M. Woolley

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.

Applied Learning Seminar: A required field seminar is conducted concurrent with the field placement. The seminar, conducted by a Master Practitioner Instructor, provides an opportunity for students to develop skills implementing the theoretical and practice material covered in the core courses. Emphasis is placed on interviewing skills, assessment skills, techniques for intervention, and issues related to the agency and community context of social work practice. Throughout the seminar, particular attention is paid to implementation of concepts related to values and ethics, diversity, and the student's use of self.

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 be eligible for an advanced research course, 30400. Enrollment is limited to SSA students only.

Y. Cho, S. Gehlert, J. Jones, J. Kim, N. Martinez

30400. Social Intervention: Advanced Research and Evaluation

Broadly defined, community-based research is research conducted both within and about a community. However, what constitutes a community is difficult to delimit, a problem addressed in the first part of this course. Through readings, discussions, and "hands-on" activities, we will find that how one defines community has much to do with how one approaches the research process. In this course, we will focus on ethnographic and historical methods of community-based research. Students will learn about the philosophy behind these modes of inquiry and acquire some of concrete skills necessary to conduct this kind of work.

In professional fields like social work, community-based researchers often seek to combine research and intervention to enhance some aspect of community life. Furthermore, community-based research is generally approached as a distinctly collaborative undertaking in which university and community constituencies share expertise, skills, and resources. Community-based and "traditional" social science researchers, therefore, tend to have different visions of the researcher's roles and relationships, of the community as a "subject" of research, and of the research process as a whole. Students will critically explore these differences over the course of the term.

S. Carr

30400. Social Intervention: Advanced Research and Evaluation

This course is designed for students who have a solid foundation of research methods and who want to learn more about qualitative research. The course builds knowledge and skills for reviewing, analyzing, and conducting qualitative social work research and evaluation with children, youth, and families. The purposes of the course are: (1) to provide an introduction to the multiple uses of qualitative research in social work, (2) to prepare students to be effective consumers of qualitative scholarship, and (3) to introduce students to qualitative research methods and studies specific to children, youth, and families. Students will learn how to develop clear and researchable research questions. They will learn techniques to complete observations, conduct interviews, conduct focus groups, facilitate town hall meetings, create an audit trail, do member checks, and engage in participatory action approaches. They will learn a variety of qualitative data analysis techniques, including coding, memoing, and diagramming procedures. Students will examine a variety of factors that influence the research process, including social justice considerations, ethical issues, and how the socio-political context shapes research questions. Research related to children, youth, and families—

including research in the fields of school social work, child welfare, early intervention, youth development, international children, youth resiliency, minority children and families, child/family human rights, and child/family poverty—will enhance the core curriculum.

E. Gleason

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.

S. Hans, N. Martinez, S. Rose, V. Secemsky

40000. Clinical Intervention in Substance Abuse

This course is an introduction to some of the major methods of substance abuse intervention with adults. Students are introduced to the basic issues in the field through readings, lectures, class assignments, and in-class activities. The primary focus is on interventions with empirical support and on verbal therapy rather than pharmacotherapy.

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 for drug problems and evaluation of the pattern, context, and consequences of drug taking behavior. The major emphasis of the class is to teach participants basic engagement strategies with people who struggle with problems related to substance use. To that end, students are exposed to motivational enhancement and relapse prevention strategies.

P. Holmes

40100. Field Case Seminar

The Field Case Seminar provides an opportunity for students to integrate classroom and practicum learning by applying theoretical knowledge in the field and bringing field experiences to inform theoretical constructs. Emphasis is placed on helping students develop clinical intervention knowledge and skills, self-awareness, and a professional self. The seminar meets biweekly throughout the academic year and the seminar instructor is the field liaison for the students in their section.

M. Berler, R. Feldman, M. Gibbs, C. Hahn, K. Mann, S. McCracken, A. Porter, Staff

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 1 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 1 particular model of couples treatment, the Emotional Safety model. Students will learn the theoretical foundation of the model in modern affect theory and will explore application of the model through role playing and other in-class exercises. The goal of the course is to have both a strong conceptual framework and a beginning repertoire of clinical skills for treating couples.

D. Catherall

40300. Treatment of Children

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

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

Susan McCracken

40401. Fundamentals of Behavior Therapy: Adults

This course will provide an overview of direct practice methods based on behavioral theories, including respondent, operant, and social learning theories. The course is divided into 2 sections: basic principles of behavior and basic behavioral techniques, such as contracting, contingency management, and skills training. Students will learn how to identify, evaluate, and prioritize client problems; and how to construct, implement, and assess the effect of intervention plans in a variety of practice settings, including mental health, medical, and community settings. Students are expected to do a literature search and put together an intervention for application in a specific field of practice, client population, or problem area. This course will focus on treatment of adults.

Stanley McCracken

40402. Applied Behavior Analysis: Children and Families

This course surveys the discipline of behavior analysis, emphasizing the basic principles and concepts as they pertain to children and their families. The course will emphasize the unique scientific methodology of applied behavior analysis, i.e., description, quantification, and analysis. Basic procedures for increasing existing behavior, decreasing aberrant behavior, and developing new behavior among typically developing and developmentally delayed children will be covered. Students will learn to select, define, and measure behavior. They will learn how to plan, intervene, and evaluate socially important behavior changes in a variety of settings, such as homes and schools. Finally, the course will cover technologies for producing generalized behavior changes across time, settings, and individuals. The course provides a foundation for SSAD 40512.

J. Smagner

40512. Behavior Analysis in Functional Assessment and Developmental Disabilities

This advanced course will survey the topic of functional behavior assessment as it pertains to children with and without developmental disabilities. The course is not appropriate for students interested in traditional diagnosis; rather, the course is intended for students interested in the functional assessment of problem behavior and the treatments derived from them. The readings and class discussion will give students a strong background in the various types of direct and indirect behavioral assessment tools useful for home and school settings. In addition, the course will emphasize the identification, assessment, and treatment of children with developmental disabilities, including mental retardation and autism. Students are strongly encouraged to take the foundation course, SSAD 40401/SSAD 40402, before taking SSAD 40512.

J. Smagner

40600. Social Work Intervention with Groups

This course provides basic information about the dynamics of small groups, as well as general principles of group practice applicable to a broad range of settings and service populations. Focus is on the social worker as group leader with emphasis on self-awareness and leadership skills. Group situations from practice, group role play, films, and group observations are used to illuminate student understanding of practice theory.

S. Cohen

40800. Family Systems Approaches to Practice (Also SSAD 51200.)

This course provides a systems-based conceptual and technical foundation for family and couples therapy, 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 therapy 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, and multi-stressed families. A broad range of practice issues and guidelines are illustrated with videotape and case examples.

J. Blakey, M. Gibbs, B. Koff, G. Samuels

41000. Psychodynamic Practice Methods I (Also SSAD 51800, HDGP 41250.)

This course provides an introduction to contemporary psychodynamic thought and social work practice. The first part examines the defining features of the psychodynamic tradition and explores the growing emphasis on relational and social domains of concern in recent theory, research, and psychosocial intervention. Readings trace the development of psychodynamic understanding and social work practice, present the core concepts and essential concerns of the major schools of thought, and describe the empirical foundations of contemporary relational perspectives. The second part, focused

on clinical practice, introduces principles of treatment and methods of intervention from an integrative relational perspective. Readings examine approaches to assessment, establishment of the therapeutic alliance, formulation of goals, representative forms of communication, use of interactive experience, and termination procedures. Presentations of clinical perspectives encompass a range of vulnerable groups and emphasize realistic, flexible use of strategies in view of varying levels of functioning, coping capacities, support systems, and social environments. Critical pluralism is introduced as an orienting perspective that sponsors dialogue among multiple theoretical traditions and helps social workers consider differing approaches in light of the pragmatic concerns and core values of the profession.

B. Borden

41100. Psychodynamic Practice Methods II

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

A. Raney

41200. Self Psychology and Social Work Practice

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

J. Gardner

41300. Cognitive Approach to Practice I

This course is based on the assumption that the ways we understand our personal capacities, interpersonal connections, and social resources have an important influence on how we actually function in the world. In other words, our expectations or personal assessments bear on how we feel, what we do, and how others respond to us. At the same time, the options (or lack of options) that we encounter in our lives shape these

personal meanings. Given this perspective, the course focuses on ways to help individuals reduce problems and reach their goals by helping them reconsider what things mean or could mean and by working actively to open up real options in their lives. Although the class is organized around a cognitive orientation to direct practice, it goes beyond traditional models of cognitive therapy by explicitly considering the social sources of negative meanings that many of our clients confront. SSAD 41300 is the first part of a 2-quarter course. In this first quarter, emphasis is placed on gaining an understanding of the theoretical foundations of the cognitive integrative perspective. Although considerable attention will also be given to the practical applications of theoretical constructs, the major focus on practice occurs in the second quarter with SSAD 41400.

J. Barden

41400. Cognitive Approach to Practice II

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

J. Barden

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 the implementation of state and federal special education mandates, conducting parent interviews, writing social developmental studies, the social worker's role at MDC/IEP meetings, crisis intervention, group treatment, child neglect and abuse identification and reporting, and services to culturally and economically diverse populations. The class format includes group discussions and relevant readings. Prerequisite: Enrollment limited to students getting Type 73 Certificate, consent of instructor required for students from other departments. (Completion of course required for State School Social Work Certification.)

M. Woolley

41700. Clinical Treatment of Abusive Family Systems

The family lays the foundation in a micro-system for the future emergence of abuses in families and societal macro-systems. This course is concerned with family abuse, substance abuse, conflict, power, and the processes in which these patterns maintain themselves. This course focuses on theoretical and clinical application of a multiple systems model when working with abusive family systems. The model is designed to intervene in the societal, family, and individual contexts of the client. The classes include a mix of theoretical information and specific clinical interventions. Classes are a mixture of didactic material, videotape example, and group discussion. The course includes a broad exploration of the following areas: child sexual abuse, spouse abuse, child physical abuse, eating disorders, and drug and alcohol substance abuse.

M. Barrett

41800. Social Work and the Law

This course provides an overview and analysis of the interaction of the social work and legal professions. Students acquire a framework for understanding and analyzing laws that affect the clients and groups with whom and on whose behalf social workers intervene. Students critically examine the functions of law in society, processes of legal reasoning, and lawmaking. Legislation and court decisions affecting the delivery of social services are reviewed and discussed. The course emphasis is child welfare issues, but topics related to mental health, juvenile justice, domestic violence, confidentiality, professional liability, and skills for working in the legal environment are examined as well. The course is designed to help students understand: the use of the law as a tool in social work practice; the differences in values and approaches of social workers and lawyers; major issues, legislation, and court decisions in the child welfare field; the role of the juvenile court in child protection and placement; and key legal issues in the delivery of mental health services. In addition, the course helps students learn to use legal references and materials and to develop skills in preparing for and testifying in court.

H. Snyder

41900. Treatment of Adolescents: A Contextual Perspective

This contextually-based course will integrate developmental and systems theory to develop a framework for the assessment and treatment of adolescents. Conceptions of adolescence will be examined using research data. Indications for individual, group, and family treatment will be delineated. Emphasis will be on sharing responsibility with the family and collaborating with other social and helping institutions from engagement to termination. Specific topics: adolescent development, intergenerational relationships, gender, substance abuse, eating disorders, family violence, social victimization and cyber-bullying, and adolescent manifestations of mental health disorders. A working knowledge of human development, systems theory, and ecological approaches to social work is required.

Susan McCracken

42001. Substance Use Practice

Social workers, regardless of their practice setting, frequently encounter individuals, families, and communities adversely affected by alcohol and other drug use. A 2000 survey of NASW members revealed that during the year prior to the survey, 71% of members had taken 1 or more actions related to clients with substance use concerns. 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 the attitudes, knowledge, and skills needed for effective clinical practice with substance users. The first part of the course will review the core concepts and essential features of substance use intervention including pharmacology, models for understanding substance use, the transtheoretical model of change, countertransference, diagnosis and case conceptualization, assessment, treatment planning, and ethical considerations. The second half of the course will emphasize contemporary approaches to treatment including brief intervention, motivational interviewing, cognitive behavioral coping skills, and harm reduction therapy.

Readings, lecture, case presentations, experiential activities, and class discussion will provide the means for our exploration.

S. Peterson

42100. Aging and Mental Health (Advanced HBSE)

This course integrates the theories and practice skills needed for effective clinical work with older adults and their families. Understanding the issues of the developmental process of aging, fostering an alliance, overcoming stigma, use of self, therapeutic bias, and ethical dilemmas with this population are studied. Specific focus is given to both the significance of the older person's history, background, and culture as well as understanding behavior within the environmental context. Students are helped to develop diagnostic and treatment skills with older adults. Similarities and differences in assessment and practice techniques with other age groups are reviewed and generic principles identified. Concrete service delivery and care management, as well as individual, family, and caregiver interventions, are addressed. The class format includes didactic material, case examples, videotapes, and group discussions.

R. Golden

42201. Advanced Seminar on Violence and Trauma

This advanced seminar will offer students an opportunity to integrate and apply the multiple systems framework studied in SSAD 41700. Current research regarding the neurophysiology of trauma/violence, brain development, and attachment theory will serve as additional frameworks from which to discuss assessment and intervention strategies with specific client populations and within specific settings. Possible topics will include, but are not limited to: youth violence; gang violence; school violence; hate crimes; cultural factors and violence exposure; survivors of war/torture/terrorism; exposure to community violence; survivors of traumatic loss; violence against the clinician; body-mind integration and trauma; and secondary or vicarious traumatization for clinicians (compassion fatigue). Discussion, experiential activities, case presentations, policies, and program development will be used to enhance the material presented.

J. Levy

42500. Adult Psychopathology (Advanced HBSE)

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, psychiatric epidemiology, genetic factors in mental illness, cultural factors in mental illness, and discussion of the major categories of drugs used in treating psychiatric disorders. This course is appropriate for students with clinical interests and students with administration/policy interests.

Stanley McCracken

42600. Diagnosing Mental Disorders in Children and Adolescents (Advanced HBSE)

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

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

Susan McCracken

42700. Family Support Principles, Practice, and Program Development

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

S. Hans

42800. Clinical Intervention with Socially Vulnerable Clients

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

J. Palmer

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

This course is a graduate-level seminar that examines contemporary policy questions of concern to families. The course will consider (1) 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 to address family need; and (3) specific policy and program responses in such areas as family leave, child care, income assistance, and marriage. 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 is open to all SSA students.

J. Henly

43212. Evidence-based Clinical Practice

SSA 43212 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. Finally, students participating in this course will take a day-long workshop in motivational interviewing. SSAD 43212 will meet the requirement for the 1-term methods course. Prerequisites: Students taking this course are expected to know how to formulate practice questions, to conduct an electronic evidence search, to assess the quality and usefulness of the research, to design an intervention based on this evidence, and to evaluate the effectiveness of this intervention. It is recommended that students who have not taken the EBP-related section of SSA 44500 during autumn term, read and study Gibbs, L.E. (2003). *Evidence-based Practice for the Helping Professions: A Practical Guide with Integrated Multimedia*.

Stanley McCracken

43300. The Exceptional Child (Advanced HBSE)

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

M. Woolley

43401. Family Systems: Health and Mental Health

Informed by family systems theory and related research findings, this advanced course focuses on the mutual influence between families, health, and mental health, with particular attention to the contextual factors which influence these experiences. Interwoven with discussion of characteristics of illnesses in relation to families, this course includes several substantive health and mental health topics, such as HIV, cancer, substance use problems, severe and persistent mental illness, and developmental disabilities. In addition to this content, the course builds upon themes addressed elsewhere in the master's curriculum to include attention to ethical decision-making, professional use of self, assessment, goal setting, intervention, and practice evaluation with families experiencing physical and mental health-related difficulties. Prerequisite: SSA 40800.

M. Engstrom

43700. Clinical Social Work Issues in Health Care

This course explores clinical issues confronting patients and families as they interact with health care systems and how these issues affect social workers and other health care providers. The course will consider the dynamics of interprofessional health care teams, recognizing cultural biases in medicine and how they affect social work and other clinical practice, and understanding the determinants of health behavior via theories of individual and group health behavior (e.g., the Health Belief Model, the

Theory of Reasoned Action, and Social Action Theory). Attention will be directed to problems inherent in communication between health care professionals and patients and families, with emphasis on situations in which the 2 groups have different cultural constructions of reality. The link between health care communication and outcomes is emphasized, as is the importance of eliciting personal and group health belief models to achieve positive health care outcomes. The complexities inherent in the application and use of clinical interventions in different health care settings and systems of health care delivery are discussed. Value and ethical conflicts inherent in clinical practice in health care are considered, with special attention to issues related to women, minorities, the aged, and the poor.

T. Browne

43800. Skills for Conducting Psychotherapy with Chronically Distressed Persons

Many persons seeking treatment present problems that are more extreme than those presented by individuals who are described as the “worried well,” yet these patients do not display the symptom profile of individuals diagnosed with a severe mental illness. Typically, these individuals experience chronic distress; they present impulsive coping styles, chaotic relationships, and affective dysregulation. Psychotherapy for persons presenting chronic distress provides 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 consumer and therapist. Three behavioral models of psychotherapy focus on the relationship in the therapy session: Dialectical Behavior Therapy developed by Marsha Linehan, Functional Analytic Psychotherapy developed by Robert Kohlenberg, and Acceptance and Commitment Therapy developed by Steven Hayes. 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. Students are introduced to a behavioral conceptualization of phenomena such as emotion, memory, cognition, and beliefs. Discussion of these private behaviors is concluded in a presentation of a behavioral theory of the sense of self. Students then revisit these concepts as they apply to discussion of the 3 influential behavioral therapies. The goal of the course is to introduce participants to 3 modes of behavioral psychotherapy that explicitly address the diffuse, troubling experiences presented by most chronically distressed individuals.

P. Holmes

43900. Disability: Medical, Ethical, and Psychosocial Issues

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

R. Brashler

44000. Loss, Recovery, and Resilience (Advanced HBSE)

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

M. Pappas

44112. Use of Self and Clinical Practice with Multicultural Populations

This course assists students in developing an increased awareness of self in order to more effectively intervene in the lives of diverse client populations. Drawing upon the sociological, psychological and social work literatures, particular emphasis is placed on the function of structural and social inequality as it relates to the interplay of difference and power associated with gender, sexual orientation, race and ethnicity, spiritual beliefs, social class, nationality and developmental and disabling conditions. Students explore these topics through examination of their own multiple identities and with the use of films, discussion groups, and additional perspectives introduced by guest experts. Practice frameworks for exploring difference and intervening with diverse clients are examined. Enrollment is limited to 18 students.

D. Voisin

44301. Psychodynamic Perspectives on Spirituality

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

A. Raney

44401. Sexuality across the Life Cycle (Advanced HBSE)

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.

S. Batten

44500. Clinical Research

This course teaches the skills necessary to develop and use information and data relevant to practice decision-making. It focuses on the generation, analysis, and use of information pertinent to each aspect of the intervention process: problem assessment and definition, intervention formulation, intervention implementation, and intervention refinement and evaluation. The course covers strategies for selecting and using data for various practice purposes, the specification and measurement of practice concepts, data collection methods and research design, and statistical and graphical approaches to data summary. Prerequisites: SSAD 30200 or equivalent.

S. Hans, S. McCracken, T. Rzepnicki, J. Smagner

44612. Organizations, Management, and Social Policy (Also SSAD 50612, PPHA 37401)

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

E. Brodtkin

44700. Health Policy

This course is an in-depth look at contemporary health policy issues. We tackle 4 major health policy issues in the class. For each issue we examine the policy problem—providing some historical perspective on emergence of the issues—and consider various policy alternatives to address the problem. We analyze policy solutions according to their ability to improve health care access and quality and their ability to keep health care costs under control. We will also consider whether these programs are envisioned as part of a broader social entitlement package or as individual benefits.

C. Grogan

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

Early and mid-adolescence is a critical stage in the life course. Urban adolescents face special risks and often have fewer supports and opportunities to guide them through this critical period. As the United States population becomes increasingly diverse, particularly in urban areas, families, communities, and schools may need to create new social institutions and relationships to meet the needs of this new population. This course focuses on 3 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

44922. Patterns of Distress across Cultures (Advanced HBSE)

This course will examine the premise that notions of personhood, emotion, affect, socialization, and distress are constituted differently across cultures. Using both theory and research produced at the intersection between medical anthropology, psychiatry, psychology, and critical theory, the course will examine how diverse cultures encompass not only different ways of expressing distress, but also distinctive embodiments of health, coping, and healing. Evidence from diverse regions of the world will be discussed to examine the cultural codes and modes that guide psychological development, social interaction, behavior and experience, health, and illness. Recent advances in the development of culturally sensitive models for intervention, both domestic and international, will be introduced, as well as some of the polemic issues in the area. At the end of the course, students will use the material to critically examine a piece of ethnographic or clinical material illustrating aspects of a particular culture.

I. Cardena

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

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

W. Johnson

45312. Urban Social Movements

A description of this course will be available in the Deputy Dean's office after September 1, 2007.

W. Sites

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

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

H. Pollack, L. Shaefer

45600. Policy Analysis: Methods and Applications (Also SSAD 55600.)

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 2 additional laboratory assignments.

Topics to be covered include: Decision trees for structured policy analysis, the economic value of information, analysis of screening programs for HIV and child maltreatment, sensitivity analysis, cost-effectiveness analysis of life-saving interventions and programs to reduce behavioral risk, valuing quality of life outcomes, ethical issues in cost-benefit analysis, analysis of "irrational" risk behaviors. Substantive areas covered include: HIV/substance use prevention, school-based prevention of sexual risk, smoking cessation, and housing policy.

In the associated learning lab, students will use computer decision software to build and analyze decision trees in policy-relevant examples. They will conduct 1-way and 2-way sensitivity analysis to explore the impact of key parameters on cost-effectiveness of alternative policies. Students will receive an introduction to dynamic modeling in the context of HIV prevention, cancer screening, and transportation programs. Prerequisite: One prior course in microeconomics.

H. Pollack and William Dale/Elbert Huang

45900. Staff Development and Supervision: A Systems Approach

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

N. Johnstone

46412. The Evaluation of Social Welfare Programs and Policies (Also SSAD 56412.)

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.

J. Butts, D. Hass

46500. The Youth Gang Problem: Policy, Programs, and Research

This course uses available research and practice to examine the youth gang problem in urban, suburban, and rural communities, with special attention given to developing and implementing policy and programs at the community level that take into account the needs of a diverse community and individual young people. Students complete practical exercises to foster skills in the areas of problem assessment, program development, and grant preparation.

C. Kane

46600. Special Problems in Health Care Management

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

T. Robertson

46700. Social Administration Seminar

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

J. Mosley, M. Sosin

46800. Political Processes in Policy Formulation and Implementation

Policies are formulated in a social and political environment which gives them shape, and which they, in turn, can be expected to alter. This course surveys a range of analytical frameworks for analyzing the politics of the policy process from the development of public issues, to legislative contests over policymaking, to policy implementation. It places these issues within the context of the changing dynamics of the welfare state, drawing on specific policy issues arising in the United States and other market democracies. Permission of instructor required for students from other departments.

E. Brodtkin, W. Sites

46912. Gender, Race and Ethnicity: Organizational Issues

This course will examine the role of gender, race, and ethnicity in organizational life. Through the use of political, organizational, and social psychological perspectives, students will learn how gender, race, and ethnicity are dynamic constructs represented in organizations' structures and practices. Organizational issues pertaining to policy development, staffing patterns, and services to minority populations will be discussed. In addition, this course will explore the characteristics of diverse workgroups that lead to conflict, creativity, and high performance. Overall, this course will analyze organizational issues at the individual and group level to understand how culture and power promote inequalities privileging some groups at the expense of others. Students will have the opportunity to apply these conceptual frameworks to their field placements. They will evaluate an organizational issue where gender, race, or ethnicity is the organizing construct. Finally, through this empirical analysis, students will be challenged to identify implications as well as recommendations for social change. The course will rely on quantitative as well as qualitative studies.

E. Guerrero

47000. Nonprofit Organizations: Concepts and Practice

This course examines nonprofit organizations' distinctive role and management methods. It explores theories about why nonprofit organizations should be selected over other forms of organizing social production. With a strong emphasis on human service organizations, it also details a variety of practical and theoretical issues in the design and management of nonprofit organizations. The course heavily relies on class discussions of case materials.

M. Sosin

47101. Child Welfare: Practice and Policy

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

P. Johnson

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 policy maker to direct service staff—thus this course emphasizes both micro- and macro-level concepts. The class materials will cover a range of concepts that are key to understanding market-driven management, including strategic management, strategic alliances, strategic planning, social entrepreneurship, needs assessments, market research, organizational development, marketing, and ethics. Case studies will be used, including examples from the lecturer's national con-

sultation practice. Guest speakers who have experience with strategic management and market driven social work and health care practices will share their expertise with the class.

J. Pyrcce

47422. Biomedical Perspectives in Social Work (Advanced HBSE)

Social work has adopted a biopsychosocial approach to understanding human behavior. This course specifically focuses on understanding the role of the biological contribution and integrating this knowledge into practice with clients. Students will be exposed to basic concepts in biology, physiology, and pharmacology and will examine the interplay between biological and psychosocial factors in psychopathology. The course will be geared toward integration of this perspective into the basic HBSE framework and application to practice, including developing assessment skills that incorporate biomedical factors. This course does not require a background in biology.

J. Beeler

47500. The Health Services System

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

Staff

47622. Community Development in International Perspective

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

R. Chaskin

47712. Perspectives on Urban Poverty

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

course readings, particularly with regard to the ways in which various knowledge systems create, sustain, and constrict meaning in reference to urban poverty.

R. Fairbanks

47801. Human Rights Perspective for Social Work Direct Practice

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

Y. Hoffman

47912. Psychotherapy with Gay and Lesbian Clients

Therapists and counselors working in almost any setting can expect to work with gay and lesbian clients. Psychotherapy with Gay and Lesbian Clients will provide students with an overview of clinical work with this population and will familiarize students with some of the special issues frequently encountered. Individual therapy, couples therapy, and group therapy will be covered, along with an examination of sexual issues. Case material will be used to illustrate clinical applications. This course will also address working with gay/lesbian/bisexual/questioning youth and gay and lesbian older adults. Finally, each student will investigate a special topic of his or her choosing, related to working with gay and/or lesbian clients (HIV, substance abuse, gay and/or lesbian survivors of sexual abuse, domestic violence, bisexuality, coming-out issues, etc.).

R. Volden

48112. Community Organizing

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

V. Parks

48200. Seminar: Political Economy of Urban Development

This seminar develops the conceptual basis for understanding and addressing urban problems within a political economy framework. Drawing from an interdisciplinary literature on cities, the course introduces a range of analytical approaches to the economic and political forces that shape urban development, including the capitalist economy, governmental institutions, city/suburban divisions, machine/reform dynamics, urban land markets, regime politics, economic globalization, and social movements. Particular attention will be given to the relationship between politics and markets in generating urban growth, employment, real-estate development, housing, and neighborhood revitalization, as well as poverty, urban decline, racial exclusion, educational inequality, and

residential displacement. The course examines a number of strategies to address problems at multiple levels of the urban system, including federal urban policies, decentralized planning and localism, electoral mobilization, political advocacy, public-private partnerships, social entrepreneurialism, arts/cultural/entertainment strategies, and regionalism.

R. Fairbanks

48300. Theories and Strategies of Community Change

This course examines theories and strategies of organizing communities for the purpose of achieving social change. The course considers approaches, concepts, and definitions of community and the roles of community organizations and organizing efforts, especially those in diverse, low-income urban communities. A primary course objective is to explore how social problems and their community solutions are framed, the theoretical bases of these solutions, and the implementation strategies through which they play out in practice. Topics include resident participation, community-based planning and governance, community 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

48500. Data for Policy Analysis and Management

This course instructs students in basic quantitative methods of needs assessment, resource allocation, performance monitoring, and program evaluation. Emphasis is on the statistical analysis and presentation of data to support decision making in human service organizations. The course requires students to choose 1 of 2 case studies of human service planning and evaluation and complete progressively more rigorous analyses of these case studies using various computer datasets.

Y. Cho, C. Grogan, J. Won

48600. Community Development

Over the past 20 years, rural and urban communities throughout the United States have seen the rise of community development organizations. These organizations, usually private nonprofits, have worked to undertake comprehensive housing, commercial, and retail development of urban and rural neighborhoods. In many cases they have also been active in social services and education as well. The course will review the community development movement, understanding why these organizations have arisen, and comparing their success to other strategies of urban and rural development. In addition to reviewing the literature of the field, students will be expected to complete a significant project.

H. Webber

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

Economic restructuring trends, such as globalization and the rise of the service economy (often labeled the “new economy”), have ushered in new forms of labor market inequality that adversely affect disadvantaged workers, especially immigrants, people of color, and women. This course explores these trends and their effects, focusing

throughout on responses and challenges to these trends by actors at the community level. As such, this course deals largely with questions of local economic development from a jobs and worker perspective. Through readings, lectures, and class discussion, students will gain a working knowledge of recent regional economic and labor market trends with a specific focus on outcomes by race, ethnicity, and gender. Students will learn also to access, manipulate, and analyze basic regional economic and labor market data. This foundational knowledge will enable students to examine and analyze case studies that reflect different strategies for change—including workforce development initiatives, living wage campaigns, and unionization efforts—to better understand the possibilities and limitations of community-level approaches to redressing the inequalities of the “new economy.”

V. Parks

49012. Aging and Public Policy

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

C. Grogan

49112. Children, Families, and the Law

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

H. Snyder

49200. Demography of Aging and the Life Course (Also HSTD 35200.)

This course is a seminar in population aging and its social, economic, and political ramifications. It will examine basic models of demographic and health transitions, trends in aging and health status, characteristics of medical care and long-term care, and the implications of these for the development of public policy. Emphasis will be placed on life course approaches to the study of aging. Specific topics include health, functional status, and well-being; socioeconomic status and inequality; family structure and living arrangements; formal and informal long-term care; and early life predictors of health and longevity. Prerequisite: an introductory statistics course.

K. Cagney

49312. The Juvenile Justice System: Policy and Practice

This course will begin by reviewing the historical context for the modern juvenile justice system in the United States and internationally. Students will then become acquainted with recent policy and practice trends that are shaping the juvenile justice system of the future. The course will focus in particular on the role of social workers and other service professionals in service delivery with youthful offenders, and it will explore emerging intervention models and the extent of research support for those models. Other special topics to be covered during the course include adolescent substance abuse; trends in juvenile violence; system disparities related to race, ethnicity, and gender; juveniles transferred to adult court; and the influence of politics and the media in shaping public attitudes about youth.

J. Butts

49401. Nonprofit Organizations and Leadership for Social Change

Social change activists often form nonprofit organizations to help accomplish their goals, while managers of social 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, leadership 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 considerable focus on policy advocacy. 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

49500. Social Administration Field Seminar

This seminar is designed for students who have elected to spend additional time in their field placements. It facilitates students' active translation of coursework concepts, theory, and research to the practice demands of the field practicum. Using a mixture of discussion, application exercises, student presentations, and lecture, the seminar provides students with a structured forum in which to critically examine their field practicum experience and test the relevance and utility of coursework material. In addition, the seminar supports students in maximizing the learning potential of the field practicum, including acclimating to the field placement's setting, establishing learning objectives, negotiating assignments, gaining perspective on the broader policy and organizational contexts, developing necessary technical and interpersonal skills, managing the supervisory relationship, and evaluating the field practicum experience.

T. Cortas, Staff

49600. Financial Management for Nonprofit Organizations

This course will cover basics of financial accounting, budgeting, and planning with examples and applications for the general manager and non-financial professional. It is intended for persons with little or no formal finance and accounting training, and will cover a variety of related economic and financial concepts to help prepare managers in

social service and other nonprofit organizations better interpret and use financial information in decision making and planning.

The first portion of the class will focus on the development of an organization's operating and capital budgets, the inherent financing and investing decisions therein, and the relationship between the budget process and overall organizational planning, daily operations, and financial management.

The second portion of the class will focus on accounting principles and the creation and interpretation of financial statements. The development, analysis, and interpretation of organizational financial statements, including the balance sheet, income statement, and statement of cash flows will be covered.

S. Lickfelt

49701. Administrative Methods

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

S. Lane

49812. Community Organization: Historical Contexts and Current Challenges (Also SSAD 59812.)

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

political economy, the socio-spatial organization of the city, and the changing opportunities for community-oriented action by marginalized urban groups.

W. Sites (not offered in 2007-08)

49900. Individual Readings and Research

Staff

60100. Drugs: Culture and Context (Advanced HBSE)

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

60200. Spirituality and Social Work Practice

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

N. Guterman

60300. Workforce and Workplace Development: Inequality in Employment (Also SSAD 59300.)

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

today incorporate some type of job training or workforce development program. The course will help inform practice and program development in these areas.

S. Lambert

60400. Poverty, Inequality, and the Welfare State

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

E. Brodtkin

60600. Cultural Diversity and Social Development of Urban-dwelling Children

This course will examine the role of cultural diversity in the lives of urban-dwelling children and their families in the context of clinical practice and research. Specifically, it will focus on the relationship between urban-dwelling children and clinical service providers and researchers and the ways in which each group's own culture impacts this relationship. There will also be an examination of some general principles of social development and socialization during childhood and the factors common to urban children that illustrate and modify these principles. Students should emerge from the course with an understanding of the ways in which culture impacts children's development and a more profound understanding of groups other than their own. Cultural misconceptions, and even prejudice where it exists, should be replaced by knowledge.

M. Humphries

60700. Cultural Differences in Clinical Work

This course covers the clinical importance of cultural differences as well as how to address those differences in practice. The course will discuss the differences and universalities of human experience as they are relevant to clinical work. The material in this course also complements Adult Psychopathology (SSAD 42500) in that it will discuss cultural factors relevant to specific DSM diagnoses. This course is appropriate for students with interests in micro-level clinical work or research and policy related to clinical practice.

N. Martinez

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.

K. Underwood

60900. Advanced Group Treatment

This course is designed to provide a theoretical framework and an advanced experience with group work for students who are interested in incorporating this modality in their practice settings. The course will use an experiential group, didactic presentations, discussion of disguised case material, and exercises designed to enhance learning opportunities. Emphasis will be placed on assessing the need for group work within a particular practice setting, group design and development, client selection, client preparation, contracting and informed consent, goal setting, roles and techniques of the group leader, ethics, and termination. Various theories of group treatment will be evaluated providing the student with the opportunity to critically assess the most current forms of group work. This format will facilitate critical thinking and learning on a cognitive and affective level.

S. Batten

61100. Seminar in Violence Prevention (Also SSAD 53612.)

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

N. Guterman

61200. Introduction to Aging: 21st Century Perspectives

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

D. Morhardt

61400. The Social Meaning of Race

A description of this course will be available in the Deputy Dean's office after September 1, 2007.

C. Payne

61500. Urban Education and Educational Policy

A description of this course will be available in the Deputy Dean's office after September 1, 2007.

C. Payne

65100. Biology and Sociology of AIDS

This co-listed course explores the biology and sociology of AIDS from interdisciplinary perspectives. Roughly half of the course explores the basic biology of the HIV retrovirus, HIV treatments such as HAART medications, opportunities and obstacles to effective HIV vaccines, and the epidemiology of HIV infection. The remainder of course sessions explore social, political, and policy concerns: HIV risk behaviors, clinical and policy interventions in HIV prevention, public policies that finance HIV care, the challenge of global HIV treatment and prevention, with a special focus on sub-Saharan Africa. The course features guest speakers who are leading experts in these areas.

J. Quintans, H. Pollack

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

50612. Organizations, Management, and Social Policy (Also SSAD 44612. See SSAD 44612 listing.)

E. Brodtkin

50812. Culture and Agency

This seminar explores the relationship between agency and culture—that is, between the human capacity to act and the dynamic systems that shape the meaning and direction of that action. Readings and discussions are geared toward understanding key scholarly formulations of agency—from the familiar notion that agency is a property of individual actors to the idea that agency exists as a kind of opportunity in time and space. While the course focuses on reading primary texts in cultural and social theory, we will also examine a number of empirical studies that demonstrate how different groups of people, across an array of cultural and historical settings, have thought about how and under what circumstances it is possible to act. Throughout the course, we will think critically about the ethical and political consequences of such popular and scholarly notions. For example, we will inquire into how certain formulations of agency intersect with Neoliberal projects (e.g. globalization, multiculturalism) and discourses (e.g. learned helplessness, dependency) that are familiar to contemporary American social work. Students concerned with issues of political mobilization may also have special interest in this course, as we grapple with how human agency both reproduces and transforms cultural systems.

S. Carr

51200. Family Systems Approaches to Practice (Also SSAD 40800. See SSAD 40800 listing.)

G. Samuels

51800. Psychodynamic Practice Methods I (Also SSAD 41000. See SSAD 41000 listing.)

B. Borden

51912. Sociological Foundations of Community and Community Intervention

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

R. Chaskin

52000. Doctoral Workshop on Teaching

This workshop is designed to assist SSA doctoral students in developing a reflective approach to teaching and in presenting evidence of their commitment to teaching. The teaching workshop emphasizes the scholarship of teaching and the development of a teaching portfolio. To receive credit for the workshop, students must have attended a minimum of 8 workshop sessions. These sessions focus on topics related to the goals of social work education and effective approaches to classroom teaching.

Although all SSA doctoral students and faculty are encouraged to attend the teaching workshop sessions, registration for the workshop is limited to students who have served as a teaching assistant in at least 2 courses.

S. Hans

52412. Developmental Risk and Resilience: Models of Prevention

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

D. Voisin

52612. The History and Philosophy of the Welfare State

This seminar undertakes a critical and historical analysis of the U.S. welfare state. We will trace the primary philosophical, moral, and ideological currents that have shaped the development of the welfare state from the English Poor Laws into the contemporary present. The course provides an interdisciplinary introduction to various perspectives and philosophies that have dominated the discourse on poverty throughout history, including analyses of the ways in which cultural, psychological, political, racial, social, spatial/geographical, and economic explanations of poverty have either shaped or been left out of the formation of the welfare state. Additionally, we will consider the advent of the term “social” under the philosophical tenets of liberalism, the “birth” of the social sciences and social work as apparatuses of governmentality, the implications of professionalization in social welfare, and the ways in which expert knowledge systems introduce social techniques of government through a reconstitution of the political at the level of the social in liberal democratic society. Lastly, we will explore the ways in which “helping” technologies (e.g. social work) enable a full compendium of thoughts and actions, including new forms of professional expertise geared to address a diverse set of categorical and highly specialized problems under the auspices of the welfare state.

R. Fairbanks

53012. Conceptual Foundations of Individual Change

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

B. Angell

53500. Dissertation Proposal Seminar

This seminar consists of 15 2-hour sessions and is a working forum for students to explore with the instructor and their peers the process of initiating doctoral research. Beginning with the statement of a research question, students will produce successively more complete documents, leading to full proposals. A 3-person faculty committee will be appointed for each student in the sixth week of class to provide feedback on the work as it progresses. The course schedule will be established at the first session.

S. Lambert

53612. Seminar in Violence Prevention (Also SSAD 61100. See SSAD 61100 listing.)

N. Guterman

54000. Statistical Research Methods I

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

M. Roderick

54100. Statistical Research Methods II

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

M. Roderick

54212. Advanced Quantitative Methods

A description of this course will be available in the Deputy Dean's office after September 1, 2007.

J. Ludwig

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 3 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

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.

B. Borden

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

H. Pollack

55600. Policy Analysis: Methods and Applications (Also SSAD 45600. See listing for SSAD 45600.)

H. Pollack and William Dale/Elbert Huang

55800. Perspectives on Social Welfare Politics

This advanced seminar explores alternative theoretical explanations for the dynamics of social politics. Readings focus on historical and current issues in the development of selected welfare programs and also offer cross-national perspectives on the U.S. experience. A review of major analytical approaches used to study social politics will provide a foundation for exploring policy responses to poverty and inequality.

E. Brodtkin

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, constructing/critiquing conceptual models and theoretical frameworks, and learning how to critically evaluate and enhance the methodological rigor in the projects of those involved in the seminar. It is designed to be a dynamic environment for moving forward with one's work at all stages of the dissertation process; group needs and the instructor's assessment of student's individual progress will drive the content of each meeting. Prerequisites: A qualitative research course through SSA or approved equivalent.

Students must have passed their qualifying examinations, selected a research topic, and be actively constructing their dissertation proposals. Permission of the instructor is required and enrollment is limited to maximize student learning in the structure of a seminar.

G. Samuels

56412. The Evaluation of Social Welfare Programs and Policies (Also SSAD 46412. See listing for SSAD 46412.)

J. Butts

56600. Theory in Research

This course is designed to introduce doctoral students to theorization and its role in the research process. The emphasis in the course will be on understanding the fundamental challenges posed by social-scientific investigation and their relevance to conducting research on policy and practice. Cutting across the disciplines are 2 classic traditions in the philosophy of social science that approach questions of knowledge, observation, and causation differently. We will examine both naturalist and anti-naturalist conceptions of ontology, epistemology, theory, and method, as well as efforts to develop a third tradition based on "critical realist" or "historical" approaches, to construct 3 major paradigms of social inquiry. These paradigms present different strategies for making connections between such basic issues as problem definition, theory construction, research design, empirical investigation, and evaluation. Following this basic overview, the course will focus on 3 different paradigmatic approaches to a single social problem to more fully illustrate the contrasts and potential complementarities between the paradigms. Finally, we focus on how these paradigms address the theoretical challenges posed by 2 common modes of investigation: the case study and the comparative study. Neither a survey of

social-scientific theories nor an introduction to research methods, this course examines multidisciplinary approaches to bringing theory to bear on the process of research. Readings will combine selections from the philosophy of social science, examples of scholarship that embody divergent strategies of investigation, and excerpts from the small body of useful work on “social inquiry” that reflects on the connections between the 2.

W. Sites

56801. Doctoral Workshop on Theory in Social Work Research

This workshop will provide SSA doctoral students with the opportunity to examine the diverse social science theories that undergird social work and social welfare—as defined by contemporary scholarship in the field. The workshop is organized to support this process by offering bimonthly presentations loosely determined by a set of questions basic to the development of any field of inquiry: What fundamental epistemological paradigms are represented? What theoretical and conceptual frameworks undergird scholarship in social work and social welfare? How do scholars in the field ask questions and find answers? How do they make claims and support them? What specific research methods are used? The workshop is designed to introduce beginning students to ongoing research and scholarship in the School and to provide advanced students and faculty with a regular forum for presentation and discussion of their work.

Participation in this seminar is required for first-year students; advanced doctoral students and faculty are encouraged to attend on a regular basis. One faculty member or advanced doctoral student will present his or her research each session and may assign readings in advance.

J. Marsh

57400. Social Stratification

This course will investigate the bases and effects of social stratification and inequality through examination of theoretical, methodological, and empirical treatments. We will begin with competing theories for understanding why societies are stratified in general and various measures of stratification, particularly class, status, and income. We will then move to theoretical and empirical examinations of such topics as intergenerational transfer of inequality; returns to investment in human, social, and cultural capital; new structuralist views of the labor market; racial and gender barriers to labor market equality; cultural versus structural explanations for poverty; and the effects of family and neighborhood factors on achievement. Throughout the course we will address the assumptions required by various methodological approaches.

J. Levine

59300. Workforce and Workplace Development: Inequality in Employment (Also SSAD 60300. See SSAD 60300 listing.)

S. Lambert

59812. Community Organization: Historical Contexts and Current Challenges (Also SSAD 49812. See SSAD 49812 listing.) (not offered in 2007-08)

W. Sites

59900. Individual Readings and Research

Staff





FACULTY

THE FOLLOWING INCLUDES A SELECTION OF FACULTY PUBLICATIONS FROM THE PAST 5 YEARS. FOR MORE INFORMATION, PLEASE CONTACT THE SCHOOL.

SCHOOL OF SOCIAL SERVICE ADMINISTRATION

ANGELL, BETH. Associate Professor. B.A., North Carolina; M.S.S.W., Ph.D., Wisconsin. Fields of Special Interest: services for individuals with serious mental illness; social support and service delivery networks; therapeutic relationships; involuntary treatment; stigma and mental illness. Selected publications:

Angell, B. Under contract. "Behavioral Theory." In T. Mizrahi & L. Davis (eds.), *Encyclopedia of Social Work* (20th ed.). New York: Oxford University Press and NASW.

Tsang, H., Angell, B., Corrigan, P., Lee, Y.T., Shi, K., Lam, C.S., Jin, S., & Fung, K.M.T. In press. "A Cross-cultural Study of Employers' Concerns about Hiring People with Psychotic Disorder: Implications for Recovery." *Social Psychiatry and Psychiatric Epidemiology*.

Watson, A.C., & Angell, B. In press. "Applying Procedural Justice Theory to Law Enforcement's Response to Persons with Mental Illness." *Psychiatric Services*.

Angell, B., & Mahoney, C.A. 2007. "Re-conceptualizing the Case Management Relationship: A Study of Staff Perceptions and Experiences." *Administration and Policy in Mental Health and Mental Health Services Research*, 34, 172-188.

Angell, B., Martinez, N.I., Mahoney, C.A., & Corrigan, P. 2007. "Payeeship, Financial Leverage, and the Client-Provider Relationship." *Psychiatric Services*, 58, 365-372.

Angell, B., Mahoney, C.A., & Martinez, N.I. 2006. "Promoting Treatment Adherence in Assertive Community Treatment." *Social Service Review*, 80, 485-526.

Angell, B. 2006. "Measuring Strategies Used by Mental Health Providers to Encourage Adherence to Treatment." *Journal of Behavioral Health and Services Research*, 33, 53-72.

Watson, A.S., Corrigan, P.W., & Angell, B. 2005. "What Motivates Public Support for Legally Coerced Mental Health Treatment?" *Social Work Research*, 29, 87-94.

Monahan, J., Redlich, A.D., Swanson, J., Robbins, P.C., Appelbaum, P.S., Petrila, J., Steadman, H.J., Swartz, M., Angell, B., & McNiel, D.E. 2005. "Use of Leverage to Improve Adherence to Psychiatric Treatment in the Community." *Psychiatric Services*, 56, 37-44.

Angell, B., Cooke, A., & Kovac, K. 2005. "First Person Accounts of Stigma." In P. Corrigan (ed.), *On the Stigma of Mental Illness: Practical Strategies for Research and Social Change* (pp. 69-98). Washington, DC: American Psychological Association.

Angell, B. 2003. "Contexts of Social Relationship Development among Clients in Assertive Community Treatment." *Mental Health Services Research*, 5, 13-25.

- Angell, B., & Test, M.A. 2002. "Clinical and Environmental Predictors of Social Functioning in Young Adults with Schizophrenia." *Schizophrenia Bulletin*, 28, 259-271.
- Sands, R.G., & Angell, B. 2002. "Social Workers as Collaborators on Interagency and Interdisciplinary Teams." In K. Bentley (ed.), *Social Work Practice in Mental Health*. Brooks/Cole.

BORDEN, WILLIAM. Senior Lecturer. B.A., Indiana; A.M., Ph.D., Chicago. Fields of Special Interest: contemporary psychodynamic thought; comparative personality theory; life span developmental psychology; narrative studies; psychology of religion; clinical social work practice; brief treatment; role of humanities in social work education. Selected publications:

- Borden, W. Under contract. *Contemporary Psychodynamic Thought and Social Work Practice: Toward a Critical Pluralism*. Chicago, IL: Lyceum.
- Borden, W. 2006. "Psychoanalysis, Social Justice, and the Therapeutic Endeavor." *Psychoanalytic Social Work*. 12(2), 67-76.
- Borden, W. 2003. "Donald Woods Winnicott." In L. Balter (ed.), *Parenthood in America* (pp. 850-856). Denver, CO: ABC-CLIO.
- Borden, W. 2002. "Object Relations Psychology and Clinical Social Work." In A. Roberts & G. Greene (eds.), *Social Workers' Desk Reference* (pp. 153-158). New York: Oxford University Press.

BRODKIN, EVELYN Z. Associate Professor. M.P.A., Northeastern; Ph.D., Massachusetts Institute of Technology. Fields of Special Interest: public policy; politics of the welfare state; public management; social politics; policy delivery and implementation. Selected publications:

- Brodkin, E.Z. Accepted for publication. "Accountability in Street-level Bureaucracies: Issues in the Analysis of Organizational Practice." *International Journal of Public Administration*.
- Brodkin, E.Z. Accepted for publication. "Social Policy and Management in the U.S.: The Uncertain Politics of Reform." In M. Pardo and E. Velasco, (eds.), *La Gerencia Pública en América del Norte. Tendencias actuales de la reforma administrativa en Canadá, Estados Unidos y México* (Public Management in North America: Contemporary Trends in Administrative Reform in Canada, Mexico, and the U.S.). Mexico City: Fondo de Cultura Económica.
- Brodkin, E.Z. 2007. "Bureaucracy Redux: Management Reformism and the Welfare State." *Journal of Public Administration Research and Theory*. 17: 1-17.
- Brodkin, E.Z. & Majmundar, M. 2007. "Bureaucratic Proceduralism: A Study of Welfare Exits." Harris School Working Paper, University of Chicago.
- Brodkin, E.Z. 2006. "Does Good Politics Make for Good Practice? Reflections on Welfare-to-Work in the U.S." In G. Marston, P. Henman and C. McDonald, eds., *Refereed Conference Proceedings: The Politics and Practice of Welfare to Work*. Brisbane: The University of Queensland.
- Brodkin, E.Z. 2005. "Toward a Contractual Welfare State? The Case of Work Activation in the U.S." In E. Sol and M. Westerveld (eds.), *Contractualism in Employment Services: A New Form of Welfare State Governance*. The Hague: Kluwer Law International.
- Brodkin, E.Z., C. Fuqua, & Waxman, E. 2005. *Accessing the Safety Net: Administrative Barriers to Public Benefits in Metropolitan Chicago*. Chicago, IL: Sargent Shriver National Center on Poverty Law and Legal Assistance Foundation of Metropolitan Chicago.

- Brodkin, E.Z. 2005. "Welfare Administration." In G. Mink and A. O'Connor, (eds.), *Poverty and Social Welfare in America: An Encyclopedia*. Santa Barbara: ABC-CLIO.
- Brodkin, E.Z. 2003. "Requiem for Welfare." *Dissent*. Reprinted in T. Swartz and F. Bonello (eds.), *Taking Sides: Clashing Views on Controversial Economic Issues*, 11th ed. New York: McGraw Hill, 2003; and in *Social Problems*, 32d ed. New York: Dushkin, 2004.
- Brodkin, E.Z. 2003. "Street-level Research: Policy at the Front Lines." In T. Corbett and M.C. Lennon (eds.), *Policy into Action: Implementation Research and Welfare Reform*. Washington, DC: Urban Institute Press.
- Brodkin E.Z., Fuqua, C. & Thoren, K. 2002. "Contracting Welfare Reform: Uncertainties of Capacity-building within Disjointed Federalism." Joint Center for Poverty Research working paper.
- CARR, E. SUMMERSON. Assistant Professor. B.S., M.A., M.S.W. and Ph.D., Michigan, Ann Arbor. Fields of Special Interest: the anthropology of social work; therapeutic language and metalanguage; cultural and social theory; drug use and treatment; gender and sexuality; qualitative methods; personhood; semiotics and sociolinguistics. Selected publications:
- Carr, E.S. 2006. "'Secrets Keep You Sick': Metalinguistic Labor in a Drug Treatment Program for Homeless Women." *Language in Society* 35 (5), 631-653.
- Carr, E.S. 2004. "Accessing Resources, Transforming Systems: Group Work with Poor and Homeless People." In C. Garvin, L. Gutierrez, & M. Galinsky (eds.), *Handbook for Social Work with Groups*. (pp. 655-687). New York: The Guilford Press.
- Carr, E.S. 2003. "Rethinking Empowerment Theory Using a Feminist Lens: The Importance of Process." *Affilia: Journal of Women and Social Work* 18 (1), 8-20.
- Yoshihama, M. & Carr, E.S. 2002. "Community Participation Reconsidered: Feminist Participatory Action Research among Women." *Journal of Community Practice* 10 (4), 85-104.
- CHASKIN, ROBERT J. Associate Professor, B.S., Northwestern; A.M., Ph.D., Chicago. Fields of Special Interest: community organizing and development; community social organization; comprehensive community initiatives; youth development; associations and nonprofits; philanthropy and social change; research application and evaluation; cross-national research. Selected publications:
- Chaskin, R. J. & Glodek, C. Under review. "Out-of-school Opportunities and Outcomes for Young People: A Synthetic Review." *Journal of Youth and Adolescence*.
- Sites, W., Chaskin, R.J., & Parks, V. Under review. "Reframing Community Practice for the 21st century: Multiple Traditions, Multiple Challenges." *Journal of Urban Affairs*.
- Chaskin, R.J. & Rosenfeld, J.M. (eds.). In press. *Research for Action: Cross-National Perspectives on Connecting Knowledge, Policy, and Practice for Children*. New York and London: Oxford University Press.
- Chaskin, R.J. & Rosenfeld, J.M. In press. "Introduction: Mapping the Terrain." In R.J. Chaskin and J.M. Rosenfeld (eds.), *Research for Action: Cross-National Perspectives on Connecting Knowledge, Policy and Practice for Children*. New York and London: Oxford University Press.
- Chaskin, R.J. In press. "Research, Dissemination and Impact: Issues, Lessons and Future Directions." In R.J. Chaskin & J.M. Rosenfeld (eds.), *Research for Action: Cross-National Perspectives on Connecting Knowledge, Policy and Practice for Children*. New York and London: Oxford University Press.

- Rosenfeld, J.M. & Chaskin, R.J. In press. "Charting a Course for Fuller Engagement: Toward a Framework for Action." In R.J. Chaskin & J.M. Rosenfeld (eds.), *Research for Action: Cross-National Perspectives on Connecting Knowledge, Policy and Practice for Children*. New York and London: Oxford University Press
- Chaskin, R.J. In press. "Community-based Practice in Support of Youth, Families, and Community Change." In A. Maluccio, C. Canali & T. Vechiato (eds.), *Measuring Success in Child and Family Services: International Perspectives*. New York and London: Oxford University Press.
- Brown, P., Chaskin, R.J., Hamilton, R. & Richman, H. In press. "Toward Greater Effectiveness in Community Change: Challenges and Responses for Philanthropy." In J. deFillipsis & S. Saegert (eds.), *The Community Development Reader*. New York: Routledge.
- Joseph, M.L., Chaskin, R.J., & Webber, H.S. 2007. "The Theoretical Basis for Addressing Poverty through Mixed-income Development." *Urban Affairs Review*. 42(3), 369-409.
- Chaskin, R.J., Goerge, R.M., Skyles, A. & Guiltinan, S. 2006. "Measuring Social Capital: An Exploration in Researcher-community Partnership." *Journal of Community Psychology*. 34(4): 489-514.
- Chaskin, R.J. 2006. "Family Support as Community-based Practice: Considering a Community Capacity Framework for Family Support Provision." In Dolan, P., J. Canavan, & J. Pinkerton (eds.), *Family Support as Reflective Practice*. London: Jessica Kingsley Publishers.
- Chaskin, R.J. 2006. "Defining Neighborhood." In M. Lewis and B. Klein (eds.), *Planning and Urban Design Standards*. Hoboken, NJ: John Wiley & Sons.
- Chaskin, R.J. 2005. "Democracy and Bureaucracy in a Community Planning Process." *Journal of Planning Education and Research*. 24 (4), 408-419.
- Chaskin, R.J. 2003. "Fostering Neighborhood Democracy: Legitimacy and Accountability within Loosely Coupled Systems." *Nonprofit and Voluntary Sector Quarterly*. 32 (2), 161-189.
- Chaskin, R.J. 2003. "The Challenge of Two-tiered Evaluation in Community Initiatives." *Journal of Community Practice*. 11 (1), 61-83.
- Chaskin, R.J. 2002. "The Evaluation of 'Community Building': Measuring the Social Effects of Community-based Practice." In A. Maluccio, C. Canali, & T. Vechiato, (eds.) *Outcome-based Evaluation in Child and Family Services: Cross-national Perspectives*. New York: Aldine de Gruyter.
- Kubisch, A., Auspos, P., Brown, P., Chaskin, R.J., Fulbright-Anderson, K., & Hamilton, R. 2002. *Voices from the Field, Vol. II: Reflections on Recent Comprehensive Community Building Efforts and Directions for the Future*. Washington, D.C.: The Aspen Institute.
- Brown, P., Chaskin, R.J., Hamilton, R., & Richman H. 2002. *Toward Greater Effectiveness in Community Change: Challenges and Responses for Philanthropy*. New York: The Foundation Center.
- CHOI, YOONSUN. Assistant Professor, B.A., Ewha University (Korea); M.S.S.W., Texas-Austin; Ph.D., University of Washington. 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; and quantitative research methods. Selected publications:

- Choi, Y. In press. "Asian Americans: Korean." In T. Mizrahi & L. E. Davis (eds.), *Encyclopedia of Social Work* (20th ed.): Oxford University Press & NASW.
- Choi, Y. In press. "Diversity Within: Subgroup Differences of Youth Behaviors among Asian Pacific Islander American Adolescents." *Journal of Community Psychology*.
- Choi, Y. 2007. "Academic Achievement and Problem Behaviors among Asian Pacific Islander American Adolescents." *Journal of Youth and Adolescence*. 36(4), 403-415.
- Choi, Y., Harachi, T.W., & Catalano, R.F. 2006. "Neighborhoods, Family, and Substance Use: Comparisons of the Relations across Racial and Ethnic Groups." *Social Service Review*. 80(4), 675-704.
- Harachi, T.W., Choi, Y., Abbott, R., Catalano, R.F., & Bliesner, S.L., 2006. "Examining Cross-cultural Equivalence of Concepts and Measures in Diverse Samples." *Prevention Science*. 7(4), 359-368.
- Choi, Y., & Lahey, B.B. 2006. "Testing the Model Minority Stereotype: Youth Behaviors across Racial and Ethnic Groups." *Social Service Review*. 80(3), 419-452.
- Choi, Y., Harachi, T.W., Gillmore, M.R., & Catalano, R.F. 2006. "Are Multiracial Adolescents at Greater Risk? Comparisons of Rates, Patterns, and Correlates of Substance Use and Violence between Monoracial and Multiracial Adolescents." *American Journal of Orthopsychiatry*. 76(1), 86-97.
- Choi, Y., Mericle, A. & Harachi, T.W. 2006. "Using Rasch Model to Test the Cross-cultural Item Equivalence of the Harvard Trauma Questionnaire and the Hopkins Symptom Checklist across Vietnamese and Cambodian Immigrant Mothers." *Journal of Applied Measurement*, 7(1), 16-38.
- Choi, Y., Harachi, T.W., Gillmore, M.R., & Catalano, R.F. 2005. "Applicability of the Social Development Model to Urban Ethnic Minority Youth: Examining the Relationships between External Constraints, Family Socialization and Problem Behaviors." *Journal of Research on Adolescence*, 15(4), 505-534.
- Choi, Y., Golder, S., Gillmore, M.R., & Morrison, D.M. 2005. "Analysis with Missing Data in Social Work Research." *Journal of Social Service Research*, 31(3), 23-48.
- ENGSTROM, MALITTA. Assistant Professor. A.B., Brown; M.S., M.Phil., Ph.D., Columbia. Fields of Special Interest: relationships between and interventions to address co-occurring difficulties related to physical and mental health, substance use, and/or trauma; services to assist families affected by maternal incarceration and substance use; multigenerational social work practice with families; gerontology; linking research and practice; and advanced quantitative methods. Selected publications:
- Engstrom, M. 2006. "Physical and Mental Health: Interactions, Assessment, and Intervention." In S. Gehlert & T. Arthur (eds.), *Handbook of Health Social Work*. Hoboken, NJ: Wiley.
- Mahoney, C.A., Engstrom, M., & Marsh, J.C. 2006. "Substance Use Problems in Health Social Work Practice." In S. Gehlert & T. Arthur (eds.), *Handbook of Health Social Work*. Hoboken, NJ: Wiley.
- Engstrom, M., Lee, R., Ross, R., Harrison, M., McVeigh, K., Josephson, L., Plapinger, J., Herman, D., King, C., & Sederer, L. 2003. *Children's Mental Health Needs Assessment in the Bronx*. New York: New York City Department of Health and Mental Hygiene, Division of Mental Hygiene, Bureau of Planning Evaluation and Quality Improvement.
- Schiff, M., El-Bassel, N., Engstrom, M., & Gilbert, L. 2002. "Psychological Distress and Intimate Physical and Sexual Abuse among Women in Methadone Treatment Programs." *Social Service Review*, 76(2), 302-320.

FAIRBANKS, ROBERT P., II. Assistant Professor. B.A. Boston College; 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:

Fairbanks, R.P., II. Forthcoming. *How It Works: Postwelfare Politics in the Kensington Recovery House Movement*. Chicago: The University of Chicago Press.

Fairbanks, R.P. II, & Lloyd, R. (eds). Forthcoming. *Critical Ethnography and the Neoliberal City*. (Special issue of *Ethnography*).

Fairbanks, R.P., II. Under review. "Recovering Subject, Neoliberal Subject?: Governmentality, Social Welfare Enterprise and the Politics of Everyday Life in the Kensington Recovery House Movement." *Journal of Contemporary Ethnography*.

Fairbanks, R.P., II. 2007. "The Political-Economic Gradient of Urban Space." In Cnaan, R.A., & Milofsky, C. (eds). *Handbook of Community Movements and Local Organizations*. New York: Springer.

Iversen, R.R., Gergen, K.J., & Fairbanks, R.P., II. 2005. "Assessment and Social Construction: Conflict or Co-creation?" *The British Journal of Social Work*, (35), 1-21.

Fairbanks, R.P., II. 2003. "A Theoretical Primer on Space." *Critical Social Work*, 3, 131-154.

Fairbanks, R.P., II. 2003. "Research Note: Blighted Spaces and the Politics of Everyday Life." *Social Work & Society*, 1(1), 123-128.

GEHLERT, SARAH. Professor. M.A., M.S.W., Missouri-Columbia; Ph.D., Washington University. Fields of Special Interest: health disparities, women's health and mental health; adaptation to neurologic illness and traumatic injury; survey methods of research; practice evaluation; transdisciplinary research and team science. Selected publications:

Gehlert, S., Song, I.H., Chang, C.-H., Hartlage, S.A. Under review. "The Prevalence of Premenstrual Dysphoric Disorder." *Psychological Medicine*.

Furumoto-Dawson, A., Gehlert, S., Sohmer, D., Olopade, O., & Sacks, T. 2007.

"Early Life Conditions and Mechanisms of Population Health Vulnerabilities."

Invited manuscript, *Health Affairs' 2007 Special Issue on Vulnerable Populations*.

Salant, T., & Gehlert, S. In revision. "Collective Memory, Candidacy, and Victimization: Community Epidemiology of Breast Cancer Risk." *Sociology of Health and Illness*.

Warnecke, R.B., Oh, A., Gehlert, S., Lurie, N., Rebbeck, T., Paskett, E., Tucker, K., Goodwin, J., Flack, J., Hiatt, R., Kerner, J., Heurtin-Roberts, S., Abeles, R., Tyson, F., & Patmios, G. In revision. "Approaching Health Disparities from a Population Perspective: The NIH Centers for Population Health and Health Disparities." *American Journal of Public Health*.

Grushko, T., McClintock, M., Conzen, S., Gehlert, S., Masi, C., & Olopade, O. 2006. "Mechanisms of Environmental Influence on Mammary Gland Cancer Gene Expression: Achievements and Prospects of Research." *Postmethodika*, 7, 274-280 (Russ).

Grushko, T., McClintock, M., Conzen, S., Gehlert, S., Masi, C., & Olopade, O. 2006. "Biological Consequences of Psychosocial Isolation: A Report of Interdisciplinary Team Research." *Scientific Bulletin Melitopol State Pedagogical University. Issue: Pedagogics. Melitopol*, 7, 63-75 (Russ).

Gehlert, S., & Browne, T.A., eds. 2006. *The Handbook of Health Social Work*. Hoboken, NJ: John Wiley & Sons.

- Gehlert, S., Kovac, K., Song, I.H., & Hartlage, S.A. 2006. "Understanding the Mental Health Services Use of Rural Women." In R.T. Coward, L.A. David, C.H. Gold, H. Smiciklas-Wright, L.E. Thorndyke, & F.W. Vondracek (eds.), *Rural Women's Mental Health: Mental, Behavioral, and Physical Issues* (pp. 147-162). New York: Springer Verlag.
- Gehlert, S., Chang, C.-H., Bock, D.R., & Hartlage, S.A. 2006. "Development and Validation of a Women's Quality of Life Questionnaire (WOMQOL)." *Journal of Clinical Epidemiology*, 59, 525-533.
- McClintock, M., Conzen, S., Gehlert, S., Masi, C., & Olopade, O. 2005. "Mammary Cancer and Social Interactions: Identifying Multiple Environments that Regulate Gene Expression Throughout the Life Span." *Journal of Gerontology: Social Sciences*. Special Issue 1, 12-23.
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- GUTERMAN, NEIL B. Professor. B.A., California-Santa Cruz; M.S.W, Ph.D., Michigan. Fields of Special Interest: children and violence, child maltreatment and its prevention, children's exposure to community violence, development of clinical services, contextual influences in service delivery, Jewish communal services. Selected publications:
- Cameron, M.C., Elkins, J. & Guterman, N.B. 2006. "Assessment of Trauma in Children and Youth." In N. Boyd-Webb (ed.), *Working with Traumatized Youth in Child Welfare*, NY: The Guilford Press.
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HANS, SYDNEY L. Associate 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:

Auerbach, J.G., Erlenmeyer-Kimling, L., Fish, B., Hans, S.L., Ingraham, L.J., Marcus, J., McNeil, T.F., & Schubert, E. In press. "Genetic Risk for Schizophrenia: Findings from Prospective Longitudinal High Risk Studies." In Y.-K. Kim (ed.). *Handbook of Behavioral Genetics*. New York: Springer.

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- Hans, S.L., & Korfmacher, J. 2002. "The Professional Development of Paraprofessionals." *Zero to Three*, 23, 4-8.
- HENLY, JULIA R. Associate Professor. B.A., Wisconsin; M.S.W., Ph.D., Michigan. Fields of Special Interest: family poverty; child care and welfare policy; work-family strategies of low-wage workers; informal support networks; and employment discrimination. Selected publications:
- Lambert, S. & Henly, J.R. 2007. "Low-level Jobs and Work-family Studies." In P. Raskin & M. Pitt Catsoupes, (eds.) *Sloan Work and Family Encyclopedia*. Sloan Work-Family Research Network, Boston College.
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JOHNSON, PENNY RUFF. Lecturer and Dean of Students. B.S., Wisconsin; A.M., Ph.D., Chicago. Fields of Special Interest: protective services, adoption, and foster care; child welfare case decision-making.

Rzepnicki, T.L. & Johnson, P.R. 2005. "Examining Decision Errors in Child Protection Cases: A New Application of Root Cause Analysis." *Children and Youth Services Review*, 27, 393-407.

JOHNSON, WALDO E., JR. Associate Professor. B.A., Mercer University; M.S.W., Michigan; Ph.D., Chicago. Fields of Special Interest: paternal involvement in fragile families; male involvement in adolescent pregnancy and parenting; physical and mental health status among African American males; the application of qualitative research methods in policy research and program evaluation. Selected publications:

Ravenell, J., Johnson, W., & Whitaker, E. 2006. "African American Men's Perception of Health: A Focus Group Study." *Journal of the National Medical Association*. 98(4), 544-550.

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

Lambert, S. & Henly, J.R. 2007. "Low-level Jobs and Work Family Studies." In P. Raskin & M. Pitt Catsoupes, (eds.) *Work-Family Encyclopedia*. Sloan Work-Family Research Network, Boston College.

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- Kossek, E. & Lambert, S., (eds.). 2005. *Work and Life Integration: Organizational, Cultural, and Individual Perspectives*. Mahwah, NJ: Lawrence Erlbaum Associates.
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- Lambert, S. 2003. "The Work Side of Welfare-to-Work: Lessons from Recent Policy Research (An Essay Review)." *Work and Occupations*, 30(4) 474-478.
- LEVINE, JUDITH. Lecturer. A.B., Harvard, M.A., Ph.D., Northwestern. Fields of Special Interest: social stratification, poverty and social policy, low-wage work, gender inequality, sociology of the family, social demography, children's outcomes, health, and economic sociology. Selected publications:
 - Levine, J.A. Under contract. "Reaching for the Bottom Rung: Low-income Mothers' Climb into the Labor Market before and after Welfare Reform." Berkeley: The University of California Press.
 - Levine, J.A. Under review. "It's a Man's Job, or So They Say: The Maintenance of Sex Segregation in a Manufacturing Plant." *The Sociological Quarterly*.
 - Levine, J.A., Emery, C.R. & Pollack, H. 2007. "The Well-being of Children Born to Teen Mothers: Multiple Approaches to Assessing the Causal Links." *Journal of Marriage and Family*, 69(February), 105-122.
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- LUDWIG, JENS. Professor. B.A., Rutgers College; Ph.D., Duke. Fields of Special Interest: urban poverty, education, crime, and housing. Selected publications:
 - Duncan, G.J., Ludwig, J. & Magnuson, K.A. In press. "Reducing Poverty through Preschool Interventions." *The Future of Children*.
 - Cook, P.J., Ludwig, J., Venkatesh, S., & Braga, A. In press. "Underground Gun Markets." *The Economic Journal*. (Also published as NBER Working Paper 11737).
 - Ludwig, J., & Kling, J. Forthcoming. "Is Crime Contagious?" *Journal of Law and Economics*. (Also published as NBER working paper 12409).
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- Jacob, B. & Ludwig, J. 2005. "Can the Federal Government Improve Education Research?" *Brookings Papers on Education Policy*. Edited by Diane Ravitch. Washington, DC: Brookings Institution Press. pp. 47-88.
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- Cohen, Jacqueline & Ludwig, J. 2003. "Policing Crime Guns." In J. Ludwig & P.J. Cook (eds.), *Evaluating Gun Policy*. Washington, DC: Brookings. pp. 217-250.
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- Cook, P.J. & Ludwig, J. 2003. "The Effects of the Brady Act on Gun Violence." In B. Harcourt (ed.), *Guns, Crime and Punishment in America*. New York: New York University Press.
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- Cook, P.J. Ludwig, J. 2002. "The Costs of Gun Violence against Children." *The Future of Children*. 12(2) 87-100.
- MARSH, JEANNE C. George Herbert Jones Professor and Dean. B.A., Michigan State; M.S.W., Ph.D., Michigan. Fields of Special Interest: services for women and families, service integration in service delivery, social program and policy evaluation, and knowledge utilization in practice and program decision making. Selected publications:
Marsh, J., Ryan, J., Choi, S., & Testa, M. 2006. "Integrated Services for Families with Multiple Problems: Obstacles to Family Reunification." *Children and Youth Services Review*, 28(9) 1074-1087.
- Cha, T., Kuo, E., & Marsh, J. 2006. "Useful Knowledge for Social Work Practice." *Social Work and Society*, 4(1).
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 - Cha, T., Kuo, E., & Marsh, J. 2005. "Knowledge Utilization among the Readers of Social Work." *SSA Working Paper #11*.
 - Marsh, J.C., & Smith, B.D. 2005. "Commentary – Client-Service Matching in Substance Abuse Treatment for Women with Children." In L. Alexander & P. Solomon (eds.), *The Research Process in the Human Services: Behind the Scenes*. New York: Brooks/Cole.
 - Marsh, J.C. 2005. "Social Justice: Social Work's Organizing Value." *Social Work*, 50(4) 293-294.
 - Marsh, J.C. 2005. "Social Work: Help Starts Here." *Social Work*, 50(3) 195-196.
 - Marsh, J.C. 2005. "Bush Plan Takes Security Out of Social Security." *Social Work*, 50(2) 99-100.
 - Marsh, J.C. 2005. "Six Steps to Stronger Journal Publication in Social Work." *Social Work*, 50(1) 5-6.
 - Marsh, J.C., Cao, D., & D'Aunno, T.D. 2004. "Gender Differences in the Impact of Comprehensive Services in Substance Abuse Treatment." *Journal of Substance Abuse Treatment*, 27(4) 289-300.
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 - Marsh, J.C. 2004. "Social Work Organizations Working Together." *Social Work*, 49(3) 341-342.
 - Marsh, J.C. 2004. "Vanquish the Backlog! And Into the Future – of Social Work!" *Social Work*, 49(2) 149-150.
 - Marsh, J.C. 2004. "Social Work in a Multicultural Society." *Social Work*, 49(1) 5-6.
 - Marsh, J.C. 2003. "Organizational and Institutional Factors in the Development of Practice Knowledge and Practice Guidelines in Social Work." In E. Proctor & A. Rosen (eds.), *Toward the Development of Practice Guidelines for Social Workers*. New York: Columbia University Press.
 - Marsh, J.C. 2003. "The Social Work Response to Violence." *Social Work*, 48(4) 437-438.
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 - Marsh, J.C. 2003. "To Thine Own Ethics Code Be True." *Social Work*, 48(1) 5-7.
- MCCRACKEN, STANLEY G. Senior Lecturer. A.B., Northwest Nazarene College; A.M., Ph.D., Chicago. Fields of Special Interest: behavioral and cognitive behavioral treatment; behavioral pharmacology; behavioral medicine; mental illness and substance abuse treatment; psychiatric rehabilitation; staff training; implementation of evidence-based interventions; multicultural mental health services. Selected publications:

- McCracken, S.G. & Marsh, J. Under review. "Practitioner Expertise in Evidence-based Decision Making." *Research in Social Work Practice*.
- McCracken, S.G. & Corrigan, P.W. In press. "Medication Adherence in Schizophrenic Disorders." In H. Arkowitz & W.R. Miller (eds.), *Clinical Applications of Motivational Interviewing*. New York: The Guilford Press.
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- McCracken, S.G. 2006. [Review of: *Intrusive Thoughts in Clinical Disorders: Theory, Research, and Treatment*, D.A. Clark (ed.)] *Social Service Review* 80 (2), 350-52.
- McCracken, S. 2005. [Review of: *Evidence-based Practice Manual: Research and Outcome Measures in Health and Human Services*, A.R. Roberts & K.R. Yeager (eds.)] *Social Service Review* 79 (2), 374-78.
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- MOSLEY, JENNIFER. Assistant Professor. B.A., Reed College; M.S.W., Ph.D., California-Los Angeles. Fields of Special Interest: nonprofit organizations; policy advocacy and lobbying; organizational theory; civic engagement; collaborative networks in service provision and advocacy. Selected publications:
 - Mosley, J.E. Under contract. "Advocacy, Lobbying, and Legislative Action." In R. Patti (Ed.), *Handbook of Human Service Management*. Thousand Oaks, CA: Sage Publications.
 - Mosley, J.E. & Galaskiewicz, J. Accepted for publication. "The Role of Foundations in Shaping Social Welfare Policy and Services: The Case of Welfare Reform." In H. Anheier and D. Hammack (eds.), *Contributions of Foundations to American Society*. Washington, D.C.: Brookings Institution Press.
 - Mosley, J.E. In press. [Review of: *Faith, Hope and Jobs: Welfare to Work in Los Angeles*, by S.V. Monsma and J.C. Soper.] *Social Service Review*.
 - Mosley, J.E. 2005. "The Tsunami Relief Effort." In H. Anheier, M. Kaldor, and M. Glasius (eds.), *Global Civil Society Yearbook 2005/06*. London: Sage Publications, Ltd.

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- NORTON, DOLORES G. Samuel Deutsch Professor. A.B., Temple; M.S.S., Ph.D., Bryn Mawr College. Fields of Special Interest: ecology of human development; early environment related to social, cognitive, and temporal developmental outcomes and academic achievement of children in high-risk urban environments; education for family support. Recent publications:
- Norton, D.G., Vincson, J., & Wilhelm, M.J. (In press). "Research with High Risk African American Infants and Children: Insights from a Longitudinal Study." In J.S. Jackson, C.H. Caldwell and S. Sellers (eds.), *Research Methodology in African American Communities*. New York: Oxford University Press.
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- PARKS, VIRGINIA. Assistant Professor. B.A., Colorado; M.A., Ph.D. California-Los Angeles. Fields of Special Interest: urban geography; urban labor markets; immigration; racial and gender inequality; residential segregation; community organizing and development, labor. Selected publications:
- Sites, W., Chaskin, R., & Parks, V. Under review. "Reframing Community Practice for the 21st century: Multiple Traditions, Multiple Challenges." *Journal of Urban Affairs*.
- Ellis, M., Wright, R., & Parks, V. In press. "Geography and the Immigrant Division of Labor." *Economic Geography*.
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- Parks, V. 2005. *The Geography of Immigrant Labor Markets: Space, Networks, and Gender*. New York: LFB Scholarly Publishing LLC.
- Wright, R., Ellis, M., & Parks, V. 2005. "Re-placing Whiteness in Spatial Assimilation Research." *City and Community* 4(2) 111-136.
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- PAYNE, CHARLES M. Frank P. Hixson Distinguished Service Professor. B.A., Syracuse; Ph.D., Northwestern. Fields of Special Interest: Urban education and school reform, the civil rights movement, social change, social inequality. Selected publications:
Payne, C.M. 2006. "Still Crazy After All These Years: Race in Chicago Schools." Chicago Consortium on School Research, Occasional Papers Series.
Payne, C.M., 2004. "The Whole United States is Southern!: Brown v. Board and the Mystification of Race," *Journal of American History*, 91 (June, 2004), 83-91.
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- POLLACK, HAROLD A. Associate Professor. B.S.E., Princeton; M.P.P., Ph.D., Harvard. Fields of Special Interest: HIV and hepatitis prevention efforts for injection drug users; drug abuse and dependence among welfare recipients and pregnant women; infant mortality prevention; child health. Selected publications:
Schoeni, R.F., House, J.S., Kaplan, G.A. & Pollack, H.A. (eds.) In press. *The Health Effects of Social and Economic Policy*. New York: Russell Sage.
Levine, J., Emery, C., & Pollack, H.A., 2007. "The Well-Being of Children Born to Teen Mothers." *Journal of Marriage and the Family*, 69(1) 105-122.
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- RODERICK, MELISSA. Hermon Dunlap Smith Professor. A.B., Bowdoin; M.A., Ph.D., Harvard. Fields of Special Interest: education policy; urban high schools; adolescence; youth policy; human resources policy; empirical analysis. Selected publications:
Roderick, M. & Stoker, G. In press. "Bringing Rigor to the Study of Rigor: Evaluating the Efficacy of Advanced Placement as a Strategy for Increasing College Preparation in Urban Schools." In J. Meece & J. Eccles (eds.) *Schooling Effects on Children: Theory, Methods, & Applications*.
- Roderick, M., Nagaoka, J., & Allensworth, E. 2006. *From High School to the Future: An Analysis of the College Attendance Patterns, College Qualifications, and College Graduation Rates of Chicago Public School Graduates*. Chicago, IL: Consortium on Chicago School Research.

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- RZEPNICKI, TINA L. David and Mary Winton Green Professor and Deputy Dean for Faculty and Academic Affairs. A.B., DePauw; A.M., Ph.D., Chicago. Fields of Special Interest: child welfare services; case decision making; task-centered and behavioral practice; and practice research. Selected publications:
 - Rzepnicki, T.L. & Johnson, P.R. 2005. "Examining Decision Errors in Child Protection Cases: A New Application of Root Cause Analysis." Children and Youth Services Review. 27, 393-407.
 - Briggs, H. and Rzepnicki, T.L. (eds.) 2004. Using Evidence for Social Work Practice: Behavioral Perspectives. Chicago: Lyceum Books, Inc.

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- Rzepnicki, T.L. and Briggs, H. 2004. "Panning for Gold: Using Evidence in Your Practice." In H. Briggs and T. Rzepnicki (eds.), *Using Evidence for Social Work Practice: Behavioral Perspectives*. Chicago: Lyceum Books, Inc.
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- SAMUELS, GINA M. Assistant Professor. B.S., Wisconsin-Oshkosh; M.S.S.W., Ph.D., Wisconsin-Madison. Fields of Special Interest: interpretive research methods; practice-based child welfare research; racial and ethnic identity development. Selected publications:
- Samuels, G.M. 2007. "Beyond the Rainbow: Multiraciality in the 21st Century." In D. Engstrom & L. Piedra (eds.), *Our Diverse Society: Race, Ethnicity and Class—Implications for 21st Century America*. Washington, DC: NASW Press.
- Miranda, G.E. 2006. [Book Review of *Unequal Childhoods: Class, Race, and Family Life*. A. Lareau.] *Children and Youth Services Review*. 28(1),96-99.
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- Miranda, G.E. 2004. "Reading between the Lines: Black-white Heritage and Transracial Adoption." *African American Research Perspectives*. 10(1) 174-187.
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- Coleman, H.L.K., Norton, R., Miranda, G.E., & McCubbin, L. 2003. "An Ecological Perspective on Cultural Identity Development." In D. Pope-Davis, H.L.K. Coleman, W.M. Liu, & R.L. Toporek (eds.), *Handbook of Multicultural Competencies in Counseling and Psychology*. Thousand Oaks, CA: Sage.
- SITES, WILLIAM. Associate Professor. B.A., Oberlin; Ph.D., CUNY. Fields of Special Interest: urban policy and politics; community organization; political processes; social movements; social theory. Selected publications:
- Sites, W., Chaskin, R.J. & Parks, V. Under review. "Reframing Community Practice for the 21st Century: Multiple Traditions, Multiple Challenges." *Journal of Urban Affairs*.
- Sites, W. Accepted for publication. "Progressive City." In R. Hutchison (ed.), *Encyclopedia of Urban Studies*. Thousand Oaks, CA: Sage.
- Sites, W. In press. "Beyond Trenches and Grassroots? Reflections on Urban Mobilization, Fragmentation, and the Anti-Wal-Mart Campaign in Chicago." *Environment and Planning A*.

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- Sites, W. 2003. *Remaking New York: Primitive Globalization and the Politics of Urban Community*. Minneapolis: University of Minnesota Press.
- Sites, W. 2003. "Global City, American City: Theories of Globalization and Approaches to Urban History." *Journal of Urban History*. 29(3) 333-346.
- SOSIN, MICHAEL R. Emily Klein Gidwitz Professor and Editor of *Social Service Review*. A.B., Chicago; M.S.W., A.M., Ph.D., Michigan. Fields of Special Interest: social welfare institutions and agencies; social policy; social administration; urban poverty; and homelessness; substance abuse services. Selected publications:
 - Sosin, M.R. & Durkin, E. 2007. "Perceptions about Services and Dropout from a Substance Abuse Case Management Program." *Journal of Community Psychology*. 35(5) 583-602.
 - Sosin, M.R. & Rathgeb Smith, S. 2006. "New Responsibilities of Faith-Related Agencies." *Policy Studies Journal*. 34(4) 533-562.
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 - Sosin, M.R. 2003. "Explaining Homelessness in the U.S. by Stratification or Situation." *Journal of Community and Applied Social Psychology*. 13(2) 91-104.
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 - Sosin, M.R. 2002. "Outcomes and Sample Selection: The Case of a Homelessness and Substance Abuse Intervention." *British Journal of Mathematical and Statistical Psychology*. 55(1) 63-91.
 - Sosin, M.R. 2002. "Negotiating Case Decisions in Substance Abuse Managed Care." *The Journal of Health and Social Behavior*. 43(3), 277-295.
 - Sosin, M.R. 2002. "The New Emergency Aid: A Policy Proposal." *Poverty Research News*. 6(1), 13-14.
- TEIGISER, KAREN S. Senior Lecturer and Deputy Dean for the Curriculum. S.B., Allegheny College; A.M., Chicago. Fields of Special Interest: clinical work with children; curriculum design and evaluation; community mental health. Selected publications:
 - Teigiser, K. Under review. "New Approaches to Generalist Field Education." *Journal of Social Work Education*.
- VOISIN, DEXTER, R. Associate Professor. B.A., St. Andrews College; M.S.W., Michigan; Ph.D., Columbia. Fields of Special Interest: social work practice; exposure to sexual, family, and community violence; HIV/AIDS; substance abuse; social support interventions; and international HIV prevention. Selected publications:
 - Voisin, D., & Neilands, T. Under review. "School Achievement, Peer Influences, and Sexual Risk among African American Youth." *Child Development*.
 - Voisin, D., Neilands, T., & Hunnicutt, S. Under review. "The Relationship between Violence Exposure, Psychological Distress, and Low School Achievement among African American Youth." *American Journal of Community Psychology*.

- Voisin, D., Neilands, T., Salazar, L., DiClemente, R., Crosby, R., & Yarber, W. Under review. "Pathways to Drug and Sexual Risk Behaviors among Detained Adolescents." *Social Work Research*.
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- Voisin, D. Invited article, Under review. "Family Characteristics and Sexual Behaviors among African American Males." In W. Johnson (ed.), *Social Work and Social Welfare Responses to African American Males*. Oxford University Press.
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- WEBBER, HENRY S. Senior Lecturer and Vice President for Community and Government Affairs. B.A., Brown; M.P.P., Harvard. Fields of Special Interest: community development; Medicaid policy; health policy in Chicago. Selected Publications:
Joseph, M.L., Chaskin, R.J. & Webber, H.S. 2007. "A Theoretical Basis for Addressing Poverty through Mixed-income Development." *Urban Affairs Review*. 42(3), 369-409.
- Brophy, P., Webber, H.S. & Burkholder, J. 2006. "Portal Neighborhoods: Connecting Immigrant Integration with Neighborhood Policies and Programs." *CEOs for Cities*.
- Webber, H.S. 2006. "Universities, Communities and Cities: Forging Sustainable Partnerships." *Forum on the Future of Higher Education*.
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- Webber, Henry S. 2004. "Comments on Review Paper on Comprehensive Community Initiatives." 2002 Illinois Assembly Report. University of Illinois.
- WOOLLEY, MICHAEL E. Assistant Professor. B.S., Virginia Commonwealth; M.S.W., Virginia Commonwealth; D.C.S.W., North Carolina. Fields of Special Interest: Social environment risk and protective factors impacting school success; development of self-report assessment instruments for practice and research with children; cognitive aspects of child and youth self-report. Selected publications:
Woolley, M.E. & Curtis, H.W. In press. "Assessing Depression in Latency Age Children: A Guide for School Social Workers." *Children & Schools*.

- Karabenick, S.A., Woolley, M.E., Friedel, J.M., Ammon, B.V., Blazeovski, J., Bonney, C.R., De Groot, E., Gilbert, M.C., Kelley, K.L., Kempler, T.M., & Musu, L. In press. "Cognitive Processing of Self-report Items in Educational Research: Do They Think What We Mean?" *Educational Psychologist*.
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 Youth Guidance, *Anna Marie DiPasquale*
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 YWCA of Metropolitan Chicago, *Josephine Ruiz*
 YWCA of Metropolitan Chicago, *Scheherazade Tillet*

We are enormously grateful to these field instructors who mentor, teach, support, and guide our students in learning how to become professional social workers.





SSA CALENDAR

SUMMER QUARTER 2007

June 18	Classes Begin
July 4	Independence Day Observation
Aug. 4	EEP Field Orientation
Aug. 24	Quarter Ends
Aug. 24	Summer Quarter Convocation
Sept. 7	Field Instructors Meeting & Orientation
Sept. 15	EEP Students Orientation & Registration
Sept. 17 - 21	Master's Students Orientation & Registration
Sept. 17 - 21	Doctoral Students Orientation & Registration

AUTUMN QUARTER 2007

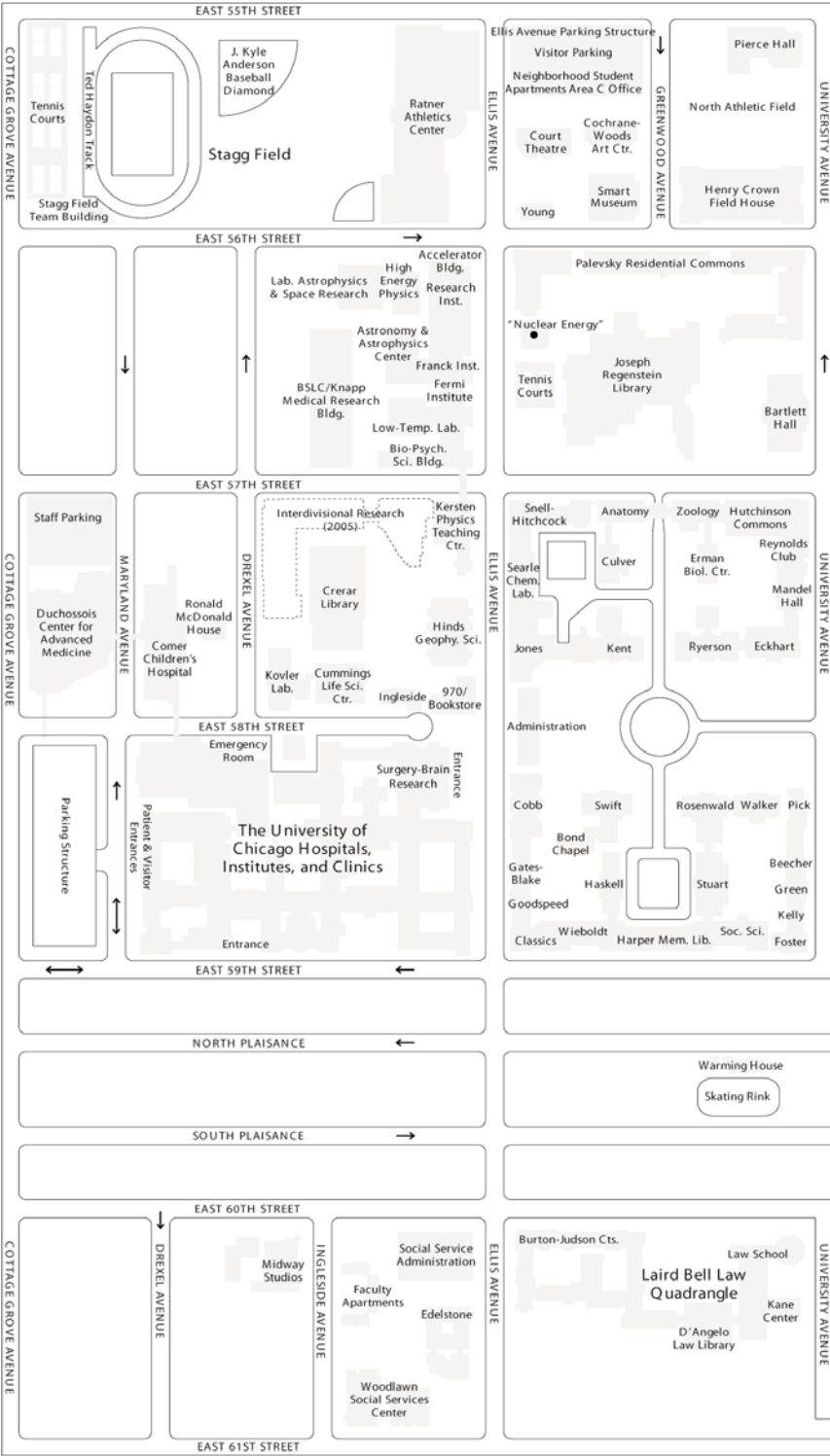
Sept. 24	Classes Begin
Oct. 1	Field Work Begins (2nd year students)
Oct. 2	Field Work Begins (1st year students)
Nov. 1	Field Learning Agreements Due to Field Liaison (Full-time program)
Nov. 12 - 16	Winter Quarter Registration
Nov. 22 - 23	Thanksgiving Holiday
Nov. 30	Field Work Evaluations Due (Full-time program)
Dec. 1	EEP Field Learning Agreements Due to Field Liaison
Dec. 7	Quarter & Field Work End
Dec. 7	Autumn Quarter Convocation
Dec. 8 - Jan. 6	Winter Break

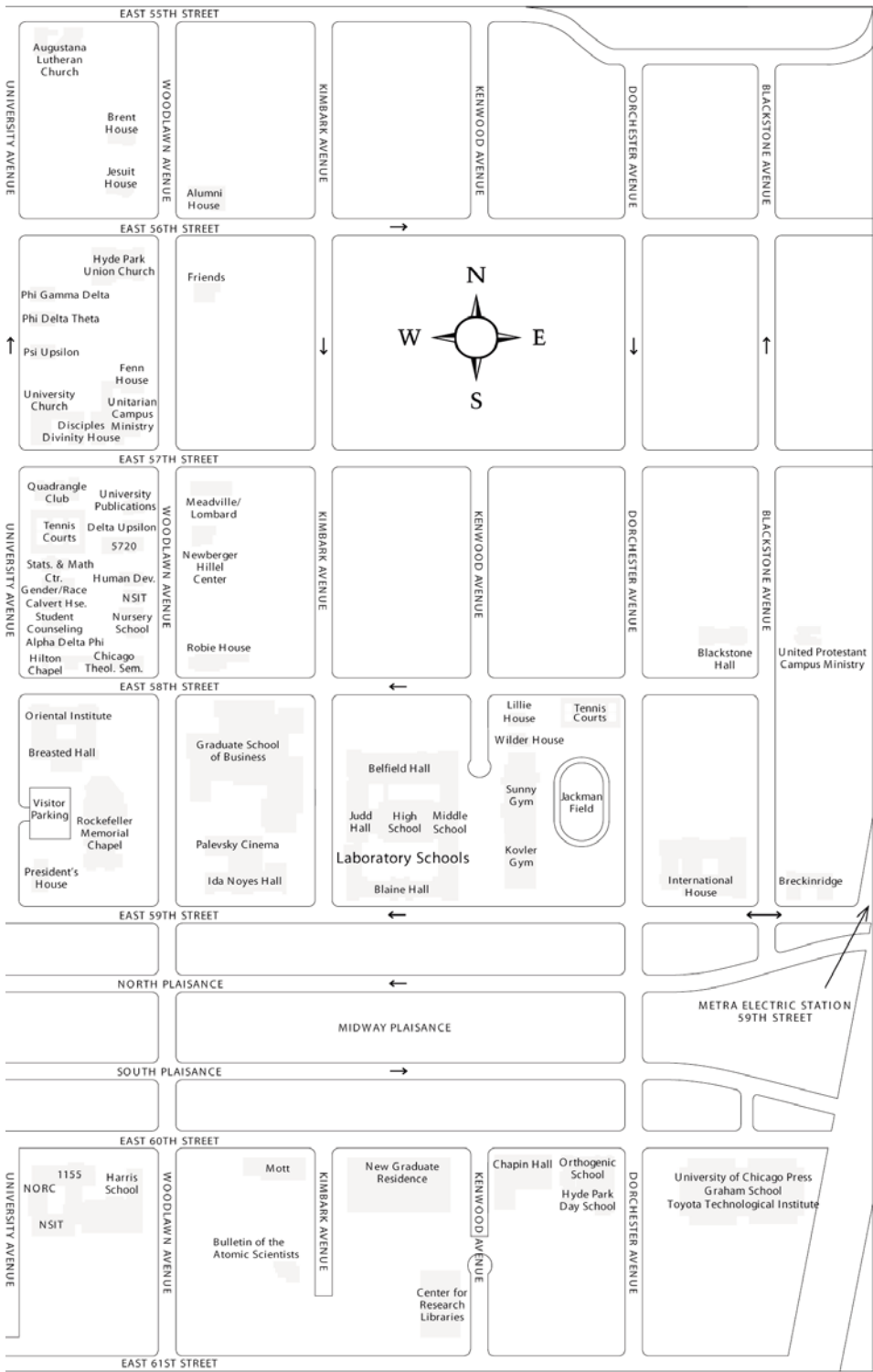
WINTER QUARTER 2008

Jan. 7	Classes & Field Work Begin
Jan. 21	Dr. Martin Luther King Jr. Birthday Observance
Jan. 31	EEP Field Work Evaluations Due
Feb. 25 - 29	Spring Quarter Registration
March 14	Field Work Evaluations Due (Full-time program)
March 21	Quarter & Field Work End
March 21	Winter Quarter Convocation
March 22- 30	Spring Break

SPRING QUARTER 2008

March 31	Classes & Field Work Begin
May 23	Final Field Work Evaluations Due (2nd year and graduating EEP students)
May 26	Memorial Day Holiday
May 31	EEP Field Evaluations Due (1st year students)
June 3	Final Field Work Evaluations Due (Full-time 1st year students)
June 6	Field Work Ends (2nd year full-time and graduating EEP students)
June 10	Field Work Ends (1st year full-time students)
June 12	Graduate Hooding Ceremony
June 13	Spring Quarter Convocation
Sept. 31, 2008	EEP Field Evaluations Due (final 1st year, second 2nd year)





NOTES



THE UNIVERSITY OF
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