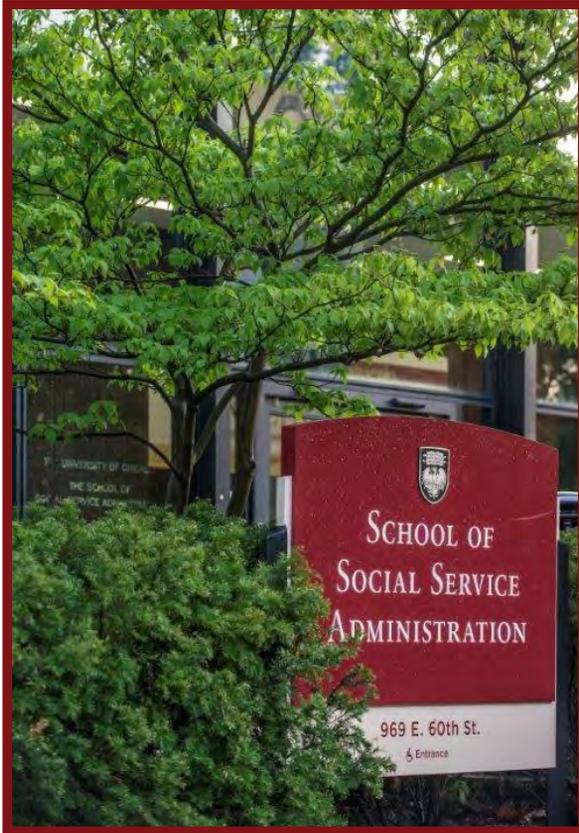


THE UNIVERSITY OF
CHICAGO



SCHOOL OF SOCIAL SERVICE ADMINISTRATION

ANNOUNCEMENTS 2017-2018

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SSA ANNOUNCEMENTS

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The University official responsible for coordinating compliance with this Notice of Nondiscrimination is Bridget Collier, Associate Provost and Director of the Office for Equal Opportunity Programs. Ms. Collier also serves as the University's Title IX Coordinator, Affirmative Action Officer, and Section 504/ADA Coordinator. You may contact Ms. Collier by emailing bcollier@uchicago.edu, by calling 773.702.5671, or by writing to Bridget Collier, Office of the Provost, The University of Chicago, 5801 S. Ellis Ave., Suite 427, Chicago, IL 60637.

The information in these *Announcements* is correct as of September 1, 2017. It is subject to change.



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THE SOCIAL SERVICE ADMINISTRATION COUNCIL

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

Donna E. Barrows AM '79

Peter H. Darrow JD '67

Bernard S. Dyme AM '79, Chair

Betsy R. Gidwitz

Cynthia Greenleaf

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Linda Kelly Lyburn AM '80

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Mary Winton Green AM '49

Ann Dibble Jordan AM '61

Iris J. Krieg AM '75

Beatrice Cummings Mayer EX '47

Bernice Weissbourd EX '45



THE FIELD AND THE SCHOOL

MISSION

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

PROFESSIONAL PURPOSE

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

The Master of Arts Program is a two-year program that has been continuously accredited by the Council on Social Work Education and its predecessor organizations since 1919. SSA was reaccredited through June 2020. The School prepares students for advanced professional practice. Based on a body of knowledge, values, and skills of the profession, SSA's diverse course offerings provide students with a solid foundation in the profession and substantive exploration of two concentrations (clinical practice and social administration), the latter of which includes focused attention to non-profit management, community organization and development, and social policy. Quality instruction promotes the development of competent and effective professionals in these areas. Classes are intended to challenge and engage students in the dynamic interplay of theory, research, and practice. Students gain an understanding that whatever the focus of their practice, from the clinical micro-level to the policy macro-level, their activities are guided by an appreciation of service in society and informed by a rigorous evidence and conceptual base.

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

VALUES

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

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

PROGRAM CONTEXT

UNIVERSITY OF CHICAGO

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

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

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

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

Zimmer continued,

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

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

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

CITY OF CHICAGO

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

Chicago has notably been at the forefront of pioneering movements in social work, community organizing, women's rights, urban planning and architecture, labor organizing, and African American politics. Building on this tradition, recent initiatives such as the University of Chicago Urban Labs, including its Crime Lab, Education Lab and Health Lab; the Network for College Success; the Employment Instability, Family Well-being, and Social Policy Network (EINet); the STI and HIV Intervention Network (SHINE); the Woodlawn Children's Promise Community; CalYouth; the Smart Decarceration Initiative; and the Chicago Center for Youth Violence Prevention

(one of six national Academic Centers of Excellence funded by the Centers for Disease Control and Prevention)—all led or co-led by SSA faculty—yield both knowledge for the field at-large and tangible benefit to the citizens of Chicago, as well as offer opportunities to expand the University's partnership with the City of Chicago. Our ever-deepening partnerships with the neighbors in our community serve to enhance the quality of life and economic development of Chicago's South Side, as well as the City of Chicago more broadly and beyond to the national and international levels. With this, SSA plays a very visible role in materially advancing the University's larger purpose to "enrich human lives."

Most recently, SSA has been a chief architect in developing new University urban efforts, including the Mansueto Institute for Urban Innovation, which draws on the strengths of the University of Chicago, as well as SSA's approach in applying multiple lenses to complex social problems. As a hub focused on the possibilities of urbanization, the Institute will accelerate urban scholarship through seed funding for such issues as health care, youth development, and violence reduction research – areas where SSA plays a major role. And as home to urban scholars trained in a dozen different disciplines, SSA also is vital to UChicago Urban, a newly launched University commitment that strives to understand urban issues and create positive impact on urban life. SSA has long pioneered the use of scientific research to identify the causes of and solutions to complex social problems.

THE GLOBAL CONTEXT

As social problems become ever more globally interconnected, SSA has adopted a strategic commitment to and begun the deliberate implementation of a robust international social welfare program agenda. Our program presently includes a significant focus on international social welfare by integrating cross-national and comparative content into our curriculum, developing study-abroad and internship placement opportunities for students, organizing lectures by international scholars visiting Chicago, and promoting scholarly and student exchanges in partnership with peer institutions abroad. With support provided by the University's Provost's Office, SSA has undertaken a permanent expansion of its faculty ranks, with a strategic focus placed on bringing in faculty with explicit expertise in global and international social welfare. Our first of several faculty hires in this emerging domain joined us in July 2012; since then, SSA has hired additional faculty members, taking SSA's expertise on global questions to an unprecedented level, and allowing the School to forge a defining role in the globalization of social welfare concerns and problems. We now have a full cadre in place that takes up social welfare policy and practice across Asia, Central/Latin America, the former Soviet Union, and Africa, which also complements work in Europe. SSA faculty also serve on the Steering Committee of the University's Center in Delhi, the University's Beijing Governance Committee, and the international advisory board of the *Indian Journal of Social Work*. We are completing our third year of a concentration in international social work, which builds out field experiences in India, China, and Hong Kong, and through the University's Human Rights program. In addition, we are beginning to develop a global social policy and practice certificate for a more substantive cluster of courses and fieldwork.

One outgrowth of our growing visibility on the global stage is a new acceleration of our international student enrollment, which reached an all-time high this year.

We run an annual, intensive, one-month study-abroad program on urban poverty and community practice for our master's students in collaboration with the Tata Institute of Social Sciences (TISS) in Mumbai, India, the oldest established school of social work in that country. This program combines classroom instruction, field experience (pairing SSA with TISS students in a small set of community placements), seminar discussion, and informal engagement with students and faculty from both schools. The program includes a reciprocal exchange in Chicago, in which TISS students engage in a parallel program to the one in India, strengthening comparative learning across institutions and countries and building meaningful peer relationships. This work has also begun to generate research collaboration among faculty at both institutions.

In China, SSA has established a relationship with colleagues at Peking University (PKU), the home to mainland China's oldest and most well-established social work program. We have hosted PKU faculty at Chicago on two separate occasions and have visited PKU to share insights and orientations to social work curriculum and field education as well as to explore common research interests. We are also partnering with PKU as part of the China Collaborative, an effort jointly sponsored by the Council of Social Work Education in the United States, China Association of Social Work Educators in China, and the International Association of Schools of Social Work to foster the advancement of social work education and the professionalization of social work in China during a time of rapid development. In addition to co-organizing with PKU two workshops in Beijing, SSA hosted, in fall 2014, a delegation of faculty from some of China's leading social work programs, introducing them to a week-long immersion in SSA's robust educational fieldwork-classroom integration.

We established, in 2013, an intensive Institute in China in partnership with Hong Kong Polytechnic University (PolyU) that focuses on responses to social exclusion in Hong Kong, mainland China, and the United States. The annual program allows students from SSA and PolyU to learn from and gain perspectives from each other. The intensive institutes have included local site visits in Hong Kong and Mainland China, where students have examined local social welfare issues facing migrants, asylum seekers, and tenant farmers, including housing shortages, health inequality, and economic development policies. As with the TISS program, this exchange is designed to maximize interaction and learning between students from Hong Kong, China, the U.S., and elsewhere, through a range of formal curricular, field-oriented, and informal interactions, and to leverage the

comparative perspective such an exchange might provide to think critically about social work practice and social welfare.

SSA, with our counterparts at Peking University, co-sponsored and hosted a scholarly seminar and strategic planning workshop in June 2012 with support from the University of Chicago's recently established Beijing Center. The seminar explored international perspectives on social policy and urban problems. It brought together scholars from China, the United States, India, and South Korea to also explore knowledge about, policy responses to, and enduring questions focused on urbanization and globalization across particular substantive themes—education, health, children and youth, and poverty and development—as they are playing out across these four national contexts. Following the seminar, a strategic planning workshop was held to discuss the possibilities for both dyadic and multilateral exchanges and institutional relationships among participating institutions. The seminar and workshop were grounded in our developing relationship with PKU and were expanded to include key relationships and potential partnerships with two other peer social work schools in other parts of Asia, TISS in India, and Seoul National University in South Korea. A follow-up workshop was held in 2014 and another in June 2015 in Mumbai, India.

Further galvanizing our efforts is the Collaborative Exchange Program, launched in 2016, which establishes an endowed joint social work educational exchange program in partnership with PKU and Hong Kong Polytechnic University. Working together, the three universities seek to promote the development of graduate social work education and research in China; facilitate international collaborative graduate education and research among the participating universities; and improve the quality of social work education in China, promoting a rigorously professionalized, effective, and ethical social work workforce and service system. Initially, the Collaborative Exchange Program will establish a **Visiting Fellows Exchange Program** that will provide a platform for distinguished scholars to hold lectures and seminars, and to carry out intensive study to engage in meaningful cross-national and cross-university exchanges. The program also will host an **International Study Exchange Program** for master's and Ph.D. students that develops professional and academic leaders who further professionalize the social work field within China, and establish enduring institutional cross-national partnerships.

In addition to these developing relationships, the presence of the University of Chicago's Beijing Center and the recent opening of the University's Center in Delhi open exciting opportunities to provide continued support for ongoing cross-national exchanges, seminars, and conferences, including hosting students and scholars from China, India, the United States, and other countries for varying periods of time.

GUIDING PRINCIPLES OF THE SSA MASTER'S CURRICULUM

The SSA curriculum promotes social justice through its commitment to pluralism, rigorous inquiry, engaged interdisciplinary scholarship, integrative practice, critical thinking, and informed action. These curricular commitments prepare students to understand the complex contexts and power structures that maintain and reproduce inequality and injustice, and to take action to promote individual, social, and structural change.

1. Social Justice

SSA supports students to analyze the social, historical, political, economic, and organizational factors that reinforce inequity and injustice. Students and faculty consider their own and others' positionality within those structures, with an appreciation of how identities and affiliations may intersect to compound or mitigate privilege and oppression. We work to increase access, opportunity, and agency in order to dismantle systems of oppression and to help meet the basic needs of diverse individuals, families, and communities with compassion and humaneness.

2. Intellectual Pluralism

Intellectual pluralism is at the heart of SSA's teaching. The curriculum reflects the intellectual diversity of our faculty, who come from an array of academic disciplines and professions and represent a variety of political perspectives. This pluralism allows our students and faculty to appreciate multiple ways of knowing, to be critical of what counts as knowledge and research, and to be more inclusive of perspectives that have not traditionally been centered in social work curricula. Our intellectual pluralism also encourages ongoing interrogation of the concept of social justice, which is central to the mission of social work. It also provides us with the tools and flexibility to engage effectively with a broad range of individuals, communities, and social institutions.

3. Engaged Scholarship and Teaching

SSA faculty are committed to promoting social justice and social equality through engaged scholarship and education. Scholarship at SSA emerges from interactive engagement with practitioners, policy makers, and communities. SSA faculty members actively integrate their research into curricula and teaching. Students are educated to identify and analyze the causes, consequences of, and approaches to ameliorating human suffering and social injustice.

4. Integrative Practice

Our curriculum is built on the assumption that all social workers need to understand and act to mobilize change with and within individuals, families, communities, organizations, public institutions, and political and economic systems. Drawing upon and integrating field and classroom experiences, students will develop skills to practice across multiple levels. In addition, students are trained to use integrative frameworks that move beyond the micro-macro dichotomy.

5. Critical Thinking

Students learn to effectively question, assess, evaluate, and respond to assumptions, claims, and values, including those from social science and social work research. Students learn to consider a range of perspectives; carefully assess their assumptions, validity, and implications; and become skilled and insightful evaluators of their own thinking. This process includes reflection on how one's own affiliations and identities may lead to blind spots and biases. Students learn to integrate a critical sensibility into practice so as to make meaningful contributions to the profession, the client base, and to the analysis and resolution of social problems.

GOALS OF THE SCHOOL

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

- To educate competent and effective professionals able to apply clinical, analytical, and organizational knowledge and skills to solve social problems and relieve the distress of vulnerable individuals through ethical practice in a rapidly changing global environment. This requires a learning environment that models respect for diversity and lifelong learners who can think critically about the world around them.
- To produce scholarship that enhances our understanding of the nature and sources of problems of individuals, families, communities, and society and of effective means of preventing and intervening with those problems.
- And to use the School's resources to advance social justice and to serve its immediate community and the field of social welfare through the translation of knowledge into action. We aim to provide leadership both institutionally and through the efforts of individual faculty.

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

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



EDUCATIONAL PROGRAMS

THE MASTER OF ARTS PROGRAM

The Master of Arts program (<http://ssa.uchicago.edu/masters-program>), a two-year program that has been continuously accredited by the Council on Social Work Education and its predecessor organizations since 1919, prepares students for advanced professional practice. SSA offers additional schedules for completing the Master of Arts program outlined below under Other Enrollment Options (<http://www.ssa.uchicago.edu/enrollment-options>).

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

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

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

To facilitate the development of these core competencies and the knowledge and behavior to practice at an advanced level, the School's program is organized into a Core curriculum and an elective concentration in either clinical practice or social administration. All students have a core field placement (<http://ssa.uchicago.edu/field-education>) in their first year and a concentration placement in their second year. No academic credit is awarded for life or work experience.

YEAR ONE

THE CORE CURRICULUM

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

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

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

Autumn	Winter	Spring
SSAD 30000	SSAD 30000	Concentration or Elective
SSAD 30100	SSAD 30100	Concentration or Elective

SSAD 32700	SSAD 30200	Concentration or Elective
Fieldwork	Fieldwork	Fieldwork

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

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

Social Intervention: Research and Evaluation (30200). This course focuses on the generation, analysis, and use of data and information relevant to decision making at the case, program, and policy levels. Students learn competencies and develop practice behaviors related to the collection, analysis, and use of data related to fundamental aspects of social work practice: problem assessment and definition; intervention formulation, implementation, and refinement; and evaluation. The course covers specification and measurement of various practice and social science concepts, sampling methods, data collection strategies, and statistical and graphical approaches to data analysis. All incoming day students will take a research placement exam to determine their research course. Students who pass the exam will be eligible to take a concentration research course in the first year, either clinical research (44501) or data analysis (48500).

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

HUMAN DIVERSITY REQUIREMENT

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

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

- To promote respect for ethnic and cultural diversity as an integral part of social work's commitment to preserve human dignity.
- To foster knowledge and understanding of individuals, families, and communities in their socio-cultural and socio-economic contexts.
- To analyze the ethnic and political issues related to the patterns, dynamics, and consequences of discrimination and oppression.
- To develop skills to promote individual and social change toward social and economic justice.
- To provide students a theoretical framework for integrating an approach toward diversity within students' own particular area of expertise (e.g., clinical, community, organization, management).

Each year students will be provided a list of courses that meet the diversity requirement. Students who would like to substitute a course must obtain a copy of the syllabus for that course, and submit a written memo to the Dean of Students explaining why that course will meet the goals provided by the diversity requirement. Because the diversity requirement is intended to give students an analytical framework with which to integrate

questions of diversity within their education at SSA, and to enhance the development of practice behaviors for work with diversity and difference in practice, no waivers of this course are considered. Approved courses in human diversity for the 2017–2018 academic year are listed below.

41212 Intersectional Approaches to Social Work with LGBTQIA Individuals and Communities
 43300 The Exceptional Child
 44122 Self Awareness and Social Work with Diverse Populations
 44401 Sexuality across the Life Cycle
 44712 Queer Theory in Social Work Practice
 44800 Urban Adolescents in Their Families, Communities, and Schools: Issues for Research and Policy
 45112 Contemporary Immigration Policy and Practice
 45522 Creating a Context for Unity and Reconciliation in Global Post-Conflict Settings
 46312 Race, Crime, and Justice in the City
 46922 Structuring Refuge: U.S. Refugee Policy and Resettlement Practice
 47232 Promoting the Social and Academic Development of Children in Urban Schools
 47452 Smart Decarceration: A Grand Challenge for Social Work
 47512 The U.S. Health Care System
 47722 Structural Social Work Practice and the Mexican Experience in Chicago
 47812 Human Rights and Social Work: Opportunities for Policy and Practice
 48300 Theories and Strategies of Community Change
 48422 Difference and Inclusion
 60100 Drugs: Culture and Context
 60200 Spirituality and Social Work Practice
 60400 Poverty, Inequality, and the Welfare State
 61212 Perspectives in Aging
 61400 Social Meaning of Race
 61912 Policing, Citizenship, and Inequality in Comparative Perspective
 62022 Trans*forming Social Work
 62912 Global Development and Social Welfare
 63300 International Perspectives on Social Policy and Social Work Practice
 63412 Cultural Studies in Education
 64400 Spanish Language and Culture for Social Workers
 65712 Immigration, Law, and Society
 65800 Adoption, Fosterage, Culture, and Context

YEAR TWO

THE CONCENTRATION CURRICULUM

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

CLINICAL PRACTICE CONCENTRATION

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

Required Courses

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

1. A two-quarter course sequence in one practice method, one course emphasizing conceptual foundations and the other course emphasizing applications. Practice methods sequences include cognitive-behavioral, family systems, and psychodynamic. While it is strongly recommended that students take the conceptual

foundations course before an applications course in cognitive-behavioral and family systems perspectives, it is required for the psychodynamic sequence.

2. A one-quarter course in a second practice method. Again, it is recommended that this course be a foundations course if choosing cognitive-behavioral or family systems perspectives; it must be the foundations course if choosing the psychodynamic perspective. Alternatively Comparative Perspectives in Social Work Practice (42401) or Knowledge and Skills for Effective Group Work Practice (62322) can also be taken to fulfill the one-quarter course requirement.
3. One research class: 44501 Clinical Research or another research course if the 44501 course was taken in the first year.
4. One advanced human behavior in the social environment (HBSE) course.
5. A clinical field placement intended to provide students with an opportunity to develop, apply, and test practice knowledge and learn practice behaviors by working under the guidance of a supervisor in a clinical practice setting. Field instruction involves a minimum of 640 hours, usually 24 hours a week.

I. Intervention Theories and Practice Methods

Clinical practice students are required to take a two-quarter course sequence in one practice method (one course emphasizing conceptual foundations and the other course emphasizing applications) and at least one additional course in a different practice method. Practice methods include cognitive-behavioral, family systems, and psychodynamic perspectives. While it is *strongly recommended* that students take a conceptual foundations course before an applications course in cognitive-behavioral and family systems methods, it is *required* for the psychodynamic sequence. In any case, a foundation course must always be part of the two-course methods sequence chosen. Conceptual foundations courses are listed below in **bold**.

1. Cognitive-Behavioral Approaches

40403 Fundamentals of Behavioral Therapy: Contemporary Approaches

40404 Cognitive and Behavioral Approaches: Children and Families *

40922 Cognitive Behavioral Therapy: Theory and Practice *

43800 Skills for Conducting Psychotherapy with Chronically Distressed Persons

61812 Cognitive Behavioral Therapy with Vulnerable Populations

63700 Acceptance and Commitment Therapy

2. Family Systems Approaches

40800 Family Systems Approaches to Practice

40212 Couples Therapy

41700 Clinical Treatment of Abusive Family Systems

60612 Systemic Family Interventions for Specific Populations

3. Psychodynamic Approaches

41000 Psychodynamic Practice Methods I

41100 Psychodynamic Practice Methods II

42800 Clinical Intervention with Socially Vulnerable Clients

A one-quarter course in Comparative Perspectives in Social Work Practice (42401), The Practice of Group Work (41500), or Knowledge and Skills for Effective Group Work Practice (62322) can also be taken to fulfill the one-quarter course requirement.

* Can count as either conceptual foundations or an applications course

II. Advanced Clinical Research

44501 Clinical Research: Using Evidence in Clinical Decision-Making

If 44501 was completed in the first year, students must select a second research course. 2017-2018 examples include:

43412 Qualitative Inquiry and Research

45032 Participatory Research: Exploration and Application of Action Research Models for Social Work Practice

45600 Policy Analysis: Methods and Applications

- 46412 The Evaluation of Social Welfare Programs and Policies
- 48500 Data for Policy Analysis and Management
- 62400 Community Ethnography
- 63800 Program Evaluation in International Settings
- 64600 Quality Monitoring and Improvement for the Social Services

III. Advanced HBSE

- 41900 Treatment of Adolescents: A Contextual Perspective
- 42100 Aging and Mental Health
- 42322 Child and Adolescent Substance Use
- 42500 Adult Psychopathology
- 42600 Diagnosing Mental Disorders in Children and Adolescents
- 43300 The Exceptional Child
- 44401 Sexuality across the Life Cycle
- 44712 Queer Theory in Social Work Practice
- 44800 Urban Adolescents in their Families, Communities, and Schools: Issues for Research and Policy
- 47232 Promoting the Social and Academic Development of Children in Urban Schools
- 49332 Dying, Death, and End of Life Care
- 60100 Drugs: Culture and Context
- 61212 Perspectives on Aging

Electives

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

Areas of Special Interest

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

SOCIAL ADMINISTRATION CONCENTRATION

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

Requirements

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

- 45400 Economics for Social Welfare
- 46712 Organizational Theory and Analysis for Human Services
- 46800 Political Processes in Policy Formulation and Implementation
- 48500 Data for Policy Analysis and Management

Field Placement. The field placement enables students to develop competencies and practice behaviors related to social work in human service organizations. Students will develop a broad view of a social welfare problem and engage in advanced practice behaviors to respond to that problem.

Clusters and Elective Courses

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

Community Organizing, Planning, and Development

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

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

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

Community Core

48300 Theories and Strategies of Community Change

Community and Context

48200 Political Economy of Urban Development

49822 Community Organization: Historical Contexts and Contemporary Challenges

47622 Community Development in International Perspective

Selected Strategies

45312 Urban Social Movements

47622 Community Development in International Perspective

48112 Community Organizing

64700 Organizing Coalitions for Change: Growing Power and Social Movements

Organizations and Management

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

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

SSA Faculty recommend that students choosing the Organizations and Management cluster take three or more Cluster courses and one or more Context courses. The following courses will be offered in 2017-2018:

CLUSTER

65600 Special Issues in Health Care Management: Health Systems Transformation

47300 Strategic Management: External Factors

49600 Financial Management for Non-profit Organizations

62600 Philanthropy, Public Policy, and Community Change

46412 The Evaluation of Social Welfare Programs and Policies

64600 Quality Monitoring and Improvement for the Social Services

CONTEXT

60312 Inequality at Work

61500 Urban Education and Educational Policy

47512 The U.S. Health Care System

48112 Community Organizing

64700 Organizing Coalitions for Change: Growing Power and Social Movements

46922 Structuring Refuge: U.S. Refugee Policy and Resettlement Practice

Policy Planning, Analysis, and Advocacy

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

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

Foundation course

45600 Policy Analysis: Methods and Applications

One substantive elective from the list below

42912 Work and Family Policy: Policy Considerations for Family Support

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

45112 Contemporary Immigration Policy and Practice

46412 The Evaluation of Social Welfare Programs and Policies

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

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

47512 The U.S. Health Care System

48800 Child and Family Policy

49032 Health and Aging Policy

49412 Non-profit Organizations and Advocacy for Social Change

60312 Inequality at Work

60400 Poverty, Inequality, and the Welfare State

61100 Seminar in Violence Prevention

FIELD PLACEMENT

Field instruction is an integral component of social work education. Its purpose is to provide students with an opportunity to apply and integrate knowledge, values, and skills learned in the classroom and in the practice setting. Through the field experience, students develop professional social work competencies to help those in need and to bring about effective social change. Students are challenged to prepare for positions of leadership and agents of change while working within the realities and contexts of field placement agencies.

Students participate in a Field Learning Seminar to further the integration of theory and practice as part of their field requirement. Field learning seminars meet eight times during the academic year.

The primary model of field instruction is a **concurrent model**, meaning students take classes and complete the field placement at the same time.

Core (First Year placement)

In the first year, fieldwork is integrated with Core and elective courses to provide direct practice experience with people in need and the institutions established to provide service. Students develop beginning competence in direct social work practice through experience in engagement, assessment, intervention, and reflection.

- Full-time students attend their internship for two days per week (16 hours) and complete 480 hours during the academic year.
- Students in the Part-time Day Program begin field placements in the second year. Part-time Day students attend their first internship two days a week (16 hours) and complete 480 hours during the academic year.

Toward the end of Winter quarter, students make selections for second-year field placements. Students interview for their concentration placement during Winter and Spring quarter of their first year.

Concentration Field Placement (second placement)

Second-year field placements match the student's choice of concentration, either in a clinical practice setting or a social administration placement. All students complete the core field placement requirement before beginning the second year field placement.

Day students in the clinical concentration are in the field three days a week for a total of 640 hours; social administration students are in the field 2-3 days a week for a total of 496 hours.

NOTE

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

PROGRAMS OF STUDY

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

Each of the Programs has prescribed requirements, either required courses or sets of courses from which students may choose. Importantly, each program combines coursework with a related field experience to allow students to connect their theoretical learning with the development of competencies in a particular area of practice.

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

SSA has an Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA) Accredited Advanced AODA Counselor Training Program (ATP). The goals of this program (<http://ssa.uchicago.edu/advanced-aoda>) are:

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

Required Courses:

40012 Clinical Interventions in Substance Use Disorders

42001 Substance Use Practice

42322 Child and Adolescent Substance Use

Recommended Course:

42500 Adult Psychopathology

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

Students interested in IAODAPCA certification will be required to complete a second-year field placement at a program with an Illinois Department of Alcoholism and Substance Abuse (DASA) approved addictions program in which at least half of their time is spent addressing substance use issues.

Family Support Program

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

Students interested in Family Support can be either in the clinical or in the social administration concentration and have a placement in an agency that practices family support principles. In addition, all students take two courses in Family Support. Family Support Principles, Practice, and Program Development (42700) explores the theoretical principles and values underlying family support. Students can take Work and Family Policy: Policy Considerations for Family Support (42912) or Child and Family Policy (48800) based on which class is being taught that year. Students who specialize in family support choose an internship specifically designed for this program.

The Graduate Program in Health Administration and Policy

The Graduate Program in Health Administration and Policy (GPHAP) is unique among health administration programs in the United States. GPHAP allows students to earn either a Certificate in Health Administration and Policy or a Certificate in Health Administration and Policy with a Concentration in Global Health, while earning a degree in one of the participating graduate schools on campus: the Booth School of Business, the Harris School of Public Policy, the Law School, the Pritzker School of Medicine, or SSA. GPHAP is an interdisciplinary program that draws faculty and students with a variety of perspectives on health care from across the University. Building upon the Core training provided by the participating professional schools, GPHAP prepares leaders in health administration and policy by providing students with coursework and practical experience in the health care field. Through field placements or internships, students apply theoretical and analytical tools in a practical setting. All students must fulfill the Core requirements of their respective schools, required courses for either of the GPHAP certificate programs, a practicum, and co-curricular activities. The GPHAP courses count toward the student's master's degree. There is no extra charge to participate in GPHAP. Students apply for this program of study in September of the year they are entering SSA.

GPHAP Certificate Program

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

Global Health Certificate Program

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

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

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

Global Social Development Practice Program of Study

International perspectives on social welfare are crucial to SSA's leadership role in social policy and social work. Below are the ways in which students can participate in the Global Social Development Practice Program of Study (<http://ssa.uchicago.edu/international-social-welfare>).

Study Abroad

Students can participate in an intensive, four week, study-abroad program focused on urban poverty and community practice in India:

In collaboration with the Tata Institute of the Social Sciences Centre for Community Organization and Development Practice in Mumbai, SSA students have the opportunity to learn about key issues in international social welfare and gain academic and field experience in international social work practice. The program is open to students in the clinical or social administration concentration. There is an application process in Spring quarter for interested students. This program includes students and faculty from the Tata Institute.

Or, students can participate an intensive, two-week, study-abroad program focused on urbanization, migration, and poverty in Hong Kong and Mainland China:

In collaboration with the Department of Applied Social Sciences at Hong Kong Polytechnic and the Department of Sociology at Peking University, SSA students have the opportunity to learn about key issues concerning the nature, contributing factors, and state and community responses to poverty, migration, and urbanization in the context of globalization. This program takes place in Hong Kong and mainland China, including Guangzhou in the east and Kunming, located in Yunnan Province in western China. The program is open to all University of Chicago master's level students from SSA. There is an application process for interested students in the Spring quarter. This program includes students and faculty from Hong Kong Polytechnic University and Peking University and is offered for two weeks in December.

Coursework at SSA

We currently offer courses which focus on international social work and social welfare, cross-national comparative perspectives, or implications that global processes may have on social work practice. Courses available at SSA in 2017-2018 include:

- 45112 Contemporary Immigration Policy and Practice
- 45312 Urban Social Movements
- 45522 Creating a Context for Unity and Reconciliation in Global Post-Conflict Settings
- 46922 Structuring Refuge: U.S. Refugee Policy and Resettlement Practice
- 47622 Community Development in International Perspective
- 47722 Structural Social Work Practice and the Mexican Experience in Chicago
- 47812 Human Rights and Social Work: Opportunities for Policy and Practice
- 61912 Policing, Citizenship, and Inequality in Comparative Perspective
- 62912 Global Development and Social Welfare
- 63300 International Perspectives on Social Policy and Social Work Practice
- 63800 Program Evaluation in International Settings
- 65800 Adoption, Fosterage, Culture, and Context

Additional courses are available at other units of the University including the Booth School of Business, the Pozen Family Center for Human Rights, the Harris School of Public Policy, the Pritzker School of Medicine, and the Law School. Check individual unit schedules for courses and times.

Global Social Development Practice Certificate Program:

The Objective of The Certificate in Global Social Development Practice (GSDP) is to identify and recruit well qualified candidates who are committed to assume leadership in the development and provision of policies, programs, and practices that address problems in the international social development arena. These include careers in international, national, state, and local social welfare and human service agencies and social development organizations; government; international policy, research, and advocacy organizations; and firms and non-profit organizations that engage in global social development initiatives.

Older Adult Studies Program

To advance the preparation of geriatric social workers and to strengthen the quality of care given to a growing older population, SSA developed an Older Adult Studies program (<http://ssa.uchicago.edu/older-adult-studies>). Social workers bring a unique, multi-faceted perspective to working with older adults. Their education

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

Students interested in working with older adults take either the clinical or social administration concentration, two required courses, and a placement in which they work with older adults. Students take Health and Aging Policy (49032) and a choice of Aging and Mental Health (42100) or Perspectives on Aging (61212) or Current Topics in Long Term Care and Aging: Systems of Care for Older Adults (65212). We offer a rotation model for field learning which provides the student maximum exposure to the aging person and the services and systems designed to support older people and their families.

Program on Poverty and Inequality

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

Clinical or Administrative students selecting this program take two foundation courses, one addressing poverty, Poverty, Inequality, and the Welfare State (60400), and the other addressing workforce issues, Inequality at Work (60312). Students in the program can select electives drawn from a variety of courses offered at SSA and in other parts of the University.

School-Based Programs

School Social Work Licensure (formerly Type 73 Certification)

The School Social Work program (<http://ssa.uchicago.edu/school-social-work>) provides students with the knowledge, skills, values, and experience needed to develop competencies, dispositions, and practice behaviors for licensure as school social workers through the Illinois State Board of Education (ISBE). Through the combination of coursework and fieldwork, students in the school social work program are provided a specialized curriculum that will enable them to become effective practitioners within the context of the public school system.

In addition to the requirements of the clinical practice concentration, students in the school social work program are required to take two courses specifically designed for their specialization. Students are required to take Public School Systems and Service Populations (41600), and The Exceptional Child (43300). The course Public School Systems and Service Populations (41600) is designed to familiarize 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. The course on exceptional children examines the implementation of special education mandates and the range of disabilities that impact children in educational settings, while addressing the characteristics of those disabilities, the struggles children face as a result of them and the provision of services related to advancing success in school for children with such disabilities.

In addition to the two required courses above, students select one of the following courses: Urban Adolescents in Their Families, Communities, and Schools: Issues for Research and Policy (44800); Promoting the Social and Academic Development of Children in Urban Schools (47232); or Cultural Studies in Education (63412). Students interested in applying to the School Social Work program need to pass the Test of Academic Proficiency (TAP) administered by the ISBE or present evidence of qualifying scores on the ACT or SAT tests, including writing subtests, before being accepted into the School Social Work Program of Study. For more information regarding licensure and testing requirements, please see <http://www.isbe.net/Pages/PEL-School-Support-Ed-Lic.aspx>. Once accepted into the program, but prior to completing their studies, students must also take and pass the School Social Worker Content Area Exam, also administered by ISBE.

Leadership in Community Schools Program

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

Students interested in community schools take the social administration concentration and have a second year placement in a community school or agency. Students also choose two of the following courses: Urban

Adolescents in their Families, Communities and Schools: Issues for Research and Policy (44800), Promoting the Social and Academic Development of Children in Urban Schools (47232), or Cultural Studies in Education (63412). In addition, students are encouraged to select from a range of courses in community development, management, family support, and treatment of children and adolescents. Public School Systems and Service Populations (41600) is an optional course that students may take as one of the choices. The course is designed to acquaint students with: the organization of the public schools, implementation of special education mandates, services to culturally and economically diverse populations, how to recognize elements of an effective school, and the role of the social worker in a variety of public school settings.

Violence Prevention

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

Students interested in the Violence Prevention Program (<http://ssa.uchicago.edu/violence-prevention>) can take the clinical or social administration concentration. They will have a second year placement focused on violence prevention and will take Seminar in Violence Prevention (61100). In addition, students will take a relevant elective from the following list: Clinical Treatment of Abusive Family Systems (41700), Practicing with Integrity in Trauma-Informed Care (64912), Child and Adolescent Trauma (60800), or Crime Prevention (63200). Students can also select an elective from other parts of the University.

OTHER ENROLLMENT OPTIONS

Extended Evening Program

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

Required courses are scheduled from 5:30 to 8:20 p.m., two evenings a week. It is especially important for EEP students to take the required concentration courses in the specified sequence, since most of these courses are offered in the evening on an every-other-year basis. Because of scheduling constraints, students in the EEP do not have as full a selection of courses as students in the day program. To take advantage of alternative course offerings, EEP students are encouraged to arrange their work schedules so that they can take some of the daytime courses at SSA and other units of the University.

EEP students complete two field placements. First-year students are required to complete 400 hours. Students are in the field for one full day or two half days per week (Monday-Friday) consecutively for 12 months. All students must successfully complete the Core field placement requirement before registering for Winter quarter of their second year.

The second field placement is compatible with the student's advanced academic concentration. Students in the clinical practicum complete 720 hours, which requires a commitment of 9 hours per week in field. Students in the social administration concentration complete a minimum of 576 hours in field. Social Administration students are in placement one full or two half days each week. Advanced placement typically begins in October of the second year, continues through the summer, and concludes at the end of the third academic year. Students are encouraged to talk with their employers about the necessity of having some flexibility in their weekday schedules while in school. Students working in qualified agencies may be able to arrange one of the two field placements at their places of employment. The School will consider placing students in their agency of employment for first year Core or second year Concentration field placements provided certain safeguards can be established to ensure that the educational quality of the experience is not compromised.

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

Financial aid and student loans are available for part-time study based on a combination of merit and need. Please review the Tuition, Fees and Financial Aid section.

Part-time Day Program

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

15-Month Accelerated Program

The 15-month program (<http://ssa.uchicago.edu/15-month-accelerated-program>) is designed for exceptional students who have graduated from an accredited baccalaureate social work program within the past five years. Enrollment in the Accelerated Master's Degree Program begins in Spring quarter. Accelerated students register for four quarters of full-time study in their chosen concentration, which includes 12 advanced courses and 700 hours of field placement. Students will also have the opportunity to participate in SSA's advanced curricular options.

AB/AM Program for Students in the College

Qualified University of Chicago College students who wish to pursue a joint AM degree in social work (<http://ssa.uchicago.edu/ab-am-program>) at the School of Social Service Administration should consult with the AB/AM advisor in the College and with the Director of Admissions at SSA as soon as their second year, but no later than early in their third year. They are expected to have a GPA of 3.25 or higher and have completed both their general education requirements and the requirements for their College major by the end of the third year.

AB/AM students take nine courses in their fourth College year: seven SSA Core courses and two electives. Students will also complete two field placements: one in the first year (College year four) and one in the second year of joint residence. The nine graduate-level courses together with fieldwork constitute a demanding curriculum; therefore, students are encouraged to complete their AB projects before beginning their graduate coursework.

AB/AM students enter joint residence status during the three quarters prior to the anticipated date of College graduation, during which time they will be charged tuition at SSA's graduate rates.

Joint Degree Programs

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

DOCTORAL DEGREE PROGRAM

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

CURRICULUM

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

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

COMBINED PHD/AM

The School has a combined PhD/AM program for a small number of students admitted into the doctoral program who do not already have a master's in social work or a related field, but who have demonstrated

an exceptional commitment to interventions with vulnerable populations or social welfare policy research. Most students admitted into the doctoral program already have a master's degree in social work. The PhD/AM program has blended requirements that allow some doctoral courses to be applied toward the master's degree. Participation in the combined program typically adds a year to the length of doctoral studies and includes a field placement.

SUPPORTS FOR STUDENTS

Students in the doctoral program receive a stipend and full tuition and fees for up to 5 years. All admitted students are eligible to receive an \$25,000 stipend each year in years 1 to 5. To qualify for this financial aid, students must:

1. maintain satisfactory progress, **AND**
2. limit any outside, paid employment to 15 hours a week.

In addition, students with stipends in their first and second year will be expected to work as a research assistant with an SSA faculty member for 10 to 12 hours a week; students in years 3, 4, and 5 can fulfill this work requirement through teaching and/or research. The School pays 82 percent of tuition during years 6 through 10.

Students may also apply for three years of summer support (for \$3,000 per summer), contingent on student submission of a summer work plan to pursue continued doctoral study activity.

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

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

REQUIREMENTS FOR THE PHD DEGREE

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

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

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

Finally, students are required to successfully complete a dissertation research project. As the culmination of the doctoral program, the dissertation reflects the student's ability to use theoretical knowledge and analytic tools to add to what is known about social welfare and social work.

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

TIMELINE

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

TIMELINE FOR COMPLETION OF PROGRAM REQUIREMENTS

Requirements	First Year	Second Year	Third Year	Fourth Year and Beyond
Coursework	Courses to meet degree requirements	Courses to meet degree requirements	Complete coursework by beginning of year	
Qualifying Exam			Complete qualifying exam by beginning of year	
Dissertation	Pre-dissertation research	Pre-dissertation research	Dissertation proposal	Dissertation data collection, analysis, writing, and defense
Assistantships	Research assistantship	Research assistantship	Teaching assistantship	Teaching assistantship



ADMISSION REQUIREMENTS

In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, applicants for admission or employment, and those seeking access to University programs on the basis of individual merit. The University does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a disability, protected veteran status, genetic information, or other protected classes as required by law (including Title IX of the Education Amendments of 1972). For additional information regarding the University of Chicago's Policy on Harassment, Discrimination, and Sexual Misconduct, please see: <http://harassmentpolicy.uchicago.edu/page/policy>.

The University official responsible for coordinating compliance with this Notice of Nondiscrimination is Bridget Collier, Associate Provost and Director of the Office for Equal Opportunity Programs. Ms. Collier also serves as the University's Title IX Coordinator, Affirmative Action Officer, and Section 504/ADA Coordinator. You may contact Ms. Collier by emailing bcollier@uchicago.edu, by calling 773.702.5671, or by writing to Bridget Collier, Office of the Provost, The University of Chicago, 5801 S. Ellis Ave., Suite 427, Chicago, IL 60637.

The information in these *Announcements* is correct as of September 1, 2017. It is subject to change.

ACADEMIC REQUIREMENTS FOR ADMISSION

MASTER OF ARTS

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

Neither the content nor the major subject of the undergraduate program is rigidly prescribed. The Master's Program is built upon the assumption that students enter with a strong liberal arts education and a well-rounded knowledge of the social sciences obtained through study of some of the following subjects: economics, political science, sociology, history, cultural anthropology, and psychology. Because social welfare programs, private as well as public, operate within and are affected by governmental structure and economic institutions, it is especially desirable for students to have had at least an introductory course in U.S. government or history and in economics.

Although a statistics course is not formally required for admission to the Master's Degree Program, incoming students should be aware that it is definitely to their advantage to have at least an introductory statistics course before entering the program. Such a course would provide valuable preparation for SSA's required research courses. At the beginning of the academic year, all incoming students are required to take a research exam. A student's score on the exam will determine the level of the first-year research course.

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

Transfer Students

The transfer student who has completed a first-year program and a field placement (480 hours) in another accredited school of social work within the past three years is generally eligible to enter the School in the Autumn quarter and complete degree requirements in three quarters by following a regular second-year program, if the program in the other school covered the content of the first year program at SSA. Transfer applicants must apply online for admission (documents include candidate's statement, three letters of recommendation, comprehensive résumé, transcripts, and application fee). Transfer students must include with their application an addendum explaining their reason for transferring to the SSA program from their current social work program. For transfer students and applicants to the 15-Month Accelerated Program, one reference letter must be from a current or recent practice professor or field instructor who can evaluate the applicant's performance in field placement or submit a final field evaluation. The application deadline for all transfer students is January 15.

Returning Students

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

- *Candidate Statement:* Returning master's degree students, applicants who were admitted within the last three years but did not matriculate, or applicants who reapply will need to submit a new application online. They should also prepare another candidate statement for the admissions committee, updating the previous statement and describing interim social work education, experience, or activities.
- *Letters of Recommendation:* The student will need to submit two additional letters of recommendation.
- *Transcripts:* Transcripts should be ordered and submitted online to document any subsequent courses taken elsewhere.
- *Fee:* The student will not be charged another application fee.

Students absent from the program for five or more years will be required to repeat all coursework and internships.

DOCTORAL STUDENTS

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

With the exception of applicants seeking admission to the combined PhD/AM Program, applicants to the PhD Program must have completed a master's degree in social work or a related field prior to beginning advanced study. Applicants without a master's degree can apply to our combined PhD/AM Program. Applicants who wish upon graduation to seek faculty positions in schools of social work are advised that the Council on Social Work Education requires a master's degree in social work in order to teach practice courses.

Students from Other Countries

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

- The student from another country is expected to have a baccalaureate-level degree or its equivalent and to have completed social work training in the home country and/or to have had work experience in a social service agency before applying for admission to the Master's Program. Exceptions are occasionally made when the individual is currently completing undergraduate education in this country.
- Applicants whose native language is not English are required to take an English language proficiency examination. The minimum required score for the TOEFL is 104 overall (IBT) with a sub-score of 26 in each category. The minimum required score for the IELTS is 7 overall, with sub-scores of 7 in each category. Check the TOEFL and IELTS sites for more information about the test. The results of the test will be sent to the University by the Testing Service. Applications will not be given final consideration until the results of the test have been received. The University of Chicago Institutional Code for TOEFL is 1832; the department code for SSA is 95.
- The English language requirement may be waived if the applicant is a native of or studied in full-time status for at least one academic year within the last five years in the United States, the United Kingdom, Ireland, Australia, New Zealand, or English medium universities in Canada or South Africa. Students who studied in English in other countries (e.g., India, Pakistan, the Philippines, Hong Kong, Singapore) are not exempt from the English language requirement.

INQUIRIES

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

Sarah Hyde
Admissions Counselor
The School of Social Service Administration
The University of Chicago
969 E. 60th St.
Chicago, IL 60637
773.702.1492
admissions@ssa.uchicago.edu

APPLICATION DATES AND DEADLINES

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

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

For the AB/AM Program, the application deadline is December 1 for an early admission decision by February 15, and January 15 for an admission decision by March 15; the final application deadline for the AB/AM Master's Program is April 1 of your third year in the University of Chicago College. It is strongly recommended that applicants meet one of the two earlier deadlines.

The application deadline for the Doctoral Program is December 15 for an admission decision by mid-March.

The deadline for the Accelerated Program is October 15 for an admission decision by December 15.

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

STEPS IN THE ADMISSION PROCESS

- The online application is available at <https://apply-ssa.uchicago.edu/apply/>. Returning master's degree students, or applicants who reapply, will need to submit a new application.
- *Candidate Statement.* Applicants for the Master's Degree Program submit a statement addressing a social problem of importance to them and how a direct practice or policy intervention might provide a way to engage it, as well as their personal specific short- and long-term goals and how a social work education at SSA provides a way for them to achieve those goals.
- EEP applicants should further discuss how they will accommodate the additional demands of course and field responsibilities with their full-time employment.
- Applicants re-applying to the Master's Degree Program should prepare a supplemental statement to the admissions committee updating the previous statement and describing interim social work education, experience, or activities.
- Doctoral degree applicants submit a statement describing study plans, career objectives, and reasons for applying to the School. Doctoral applicants are also required to submit an academic writing sample of no more than 25 pages. Instructions for writing these statements are provided in the online application.
- *Transcripts.* Transcripts are required from every institution where an applicant has taken three or more courses—unless these courses and grades appear on the home institution transcript; this includes courses taken Pass/Fail. Applicants may submit unofficial transcripts only if they are accompanied by institutional grading and credit system information, which are most commonly found on the reverse side of paper transcripts. If your institution does not provide digitized transcripts, applicants may upload scanned paper transcripts to the online application. Please make sure to include the reverse side with the grading and credit system information. Alternatively, applicants may send paper transcripts to 969 E. 60th St., Chicago, IL 60637. If college work is incomplete at the time of application, a final transcript must be sent when final grades and degree conferral have been recorded.
- Returning students and candidates who have applied previously should order transcripts of any subsequent courses taken elsewhere.
- *Application fee.* Applicants pay the \$75 fee online at the time they submit the online application. This fee is not refundable.
- *References.* Three letters of reference are required, two of which should address your academic ability. References should be qualified to discuss your aptitude for both graduate study and social work. No more than four letters of recommendation may be submitted. Applicants who have graduated within the last five years are encouraged to submit at least two academic references. Professional and academic references are strongly encouraged. Applicants who are or who have recently been employed should include at least one reference from an employment supervisor.
- *GRE scores.* GRE scores are not required for application to the Master's Degree Program but are required for application to the Doctoral Program. Applicants to the Doctoral Program are required to submit current (within five years) scores for the Graduate Record Examination (GRE). Official scores should be sent from the Educational Testing Service directly to the University; self-reported scores will not be accepted. The GRE school code is 1832, and the department code is 5001.
- *Financial aid.* SSA offers full and partial tuition scholarships. Applicants applying for financial aid from the University must answer all financial aid questions on the online application. Applicants who are applying for student loans must file both a Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov (<http://www.fafsa.ed.gov>), and also the University's Application for Loans and Federal Assistance at sla.uchicago.edu/.
- *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 Degree Program, admissions decisions are made at three points in the application cycle. Admission decisions for the Accelerated Program will be made by December 15. Admission decisions for the Doctoral Program will be made by March 1.

- *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 place in the School. This sum is credited toward Autumn quarter tuition.

SPECIAL PROCEDURES FOR INTERNATIONAL APPLICANTS

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

- *Application fee.* All applicants are required to pay an application fee of \$75 in U.S. currency, by bank draft or postal money order. Personal checks are acceptable only if written on a U.S. bank. This fee is an official requirement for admission, and international governments will approve the release of funds for this purpose.
- *Transcripts.* Academic credentials, including courses taken, grades received, and degrees granted, should be sent directly to the School with the application. If this is not possible, copies in the applicant's possession may be acceptable if they have been certified by the proper school authorities. Applicants may not validate their own documents. The class or division of the degree must be stated if this is the customary method of reporting the quality of academic work. If the Admissions office is unable to complete a degree verification based on the documentation submitted, the Admissions office reserves the right to require a credential evaluation by an approved outside agency.
- *Financial plan.* International applicants, once admitted, must submit a financial statement, itemizing sources of funds for maintenance and transportation, and must provide documented proof (certification by a bank or subsidizing agency or agent) of resources sufficient for their support during the two years. It is estimated that educational and living expenses, exclusive of travel to and from the student's home country, will be approximately \$73,866 for one year of study. International applicants to the Master's Program will receive only nominal University gift aid. International applicants to the Doctoral Program are eligible for full University funding identical to their U.S. peers.
- *Interview.* International applicants may be asked to complete a Skype interview as part of the application requirements. The Admissions office will contact the individual applicant to determine whether a Skype interview is required or not.
- Applicants who need financial assistance are advised to explore possibilities in their home country and from U.S. government sources. Information about the latter may often be obtained from a U.S. consulate or information service office. The Institute of International Education also provides information about scholarship opportunities at <http://www.iie.org>.
- Note to graduates of the University of Puerto Rico: Because the language of instruction is not English, graduates of the University of Puerto Rico will be required to take an English examination.



TUITION, FEES, AND FINANCIAL AID

ESTIMATE OF EXPENSES

Tuition for master's students and Ph.D. students in scholastic residence enrolled full-time in the program (three courses) during the 2017-2018 academic year is \$47,802. An estimate of expenses a student in the full-time program will incur during the course of the school year (based on a nine-month budget with a modest standard of living) is as follows:

Activity	Fee
Tuition	\$47,802
Student Life Fee	\$1,164
One-time Lifetime Transcript Fee	\$75
University Student Health	
Basic Insurance Plan (student only)	\$3,576
Room and Board	\$14,130 (estimated)
Personal Expenses	\$3,000 (estimated)
Books & Supplies	\$1,785 (estimated)
Commuting to and from field placement only (includes quarterly U-Pass fee)	\$2,337
Total for a single student	\$73,866

SCHEDULE OF FEES

<http://bursar.uchicago.edu/tuition.html>

All payments of tuition and fees must be completed by the due date indicated on the bill from the Office of the Bursar. If a student has not paid any account in full that is due to the University by the end of the billing cycle, restriction of further privileges or services may follow. The fees listed here are for the 2017-2018 academic year.

Activity	Fee
Application Fee (This fee must accompany the original online application for admission to the University. No part of this fee is either refunded or applied as an advance payment on other fees.)	\$75
Advance reservation deposit (credited to Autumn quarter tuition)	\$250
University Student Health Insurance Plan (U-SHIP):	
Basic Plan (student only)	\$3,576
Student Life Fee (each quarter)	\$388
Dependent Life Fee (assessed each quarter—a dependent spouse, domestic partner, or dependent child age 14 and older is insured through U-SHIP) per quarter	\$305
Tuition per quarter for Master's Program:	
Graduate program of three courses	\$15,934
EEP and part-time day program of two courses	\$11,391
One course	\$6,599
Tuition per quarter for Doctoral Program:	
Scholastic Residence	\$15,934
Advanced Residence	\$6,301
One-time Lifetime Transcript Fee	\$75
Late fees:	
Late payment of fees	\$150
Late registration	\$150
Change in registration (a fee is charged for each change in registration made by a student after the officially scheduled change period—fourth week of quarter—unless caused by the University).	up to \$150

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

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

Tuition, fees, and other charges are subject to change.

FINANCIAL AID

Master's Students

Gifts from alumni and other donors have supported SSA students with vital financial aid across generations. Consequently, SSA awards 95 percent of our master's students with merit- and need-based tuition scholarships. Partial- to full-tuition scholarships are awarded. To be eligible for SSA scholarships, you must complete the SSA scholarship request that is part of the application for admission. Returning students reapply for SSA scholarships each year, with 99 percent receiving a renewal.

Doctoral Students

Doctoral students receive significant funding to ensure that they are able to immerse themselves in the program. Effective July 1, 2017, all admitted doctoral students are eligible to receive a scholarship that will cover all tuition and fees plus a \$25,000 stipend for up to five years. Students in years six through 10 will receive an 82 percent tuition benefit. There is no aid for students beyond year 10. Students may also apply for three years of summer support (for \$3,000 per summer) between years one and five, contingent on student submission of a summer workplan to pursue continued doctoral study activity.

The doctoral program involves a *full-time* commitment. Stipend support is provided in order to allow students to concentrate their time and energy on fulfilling the requirements of the program, developing their scholarship, and completing their doctoral studies in a *timely* manner.

Many SSA doctoral students receive additional funding through outside training and fellowship programs. SSA students have been very successful in obtaining competitive fellowships and awards from entities such as the CSWE Fellowships for Minority Students, Fahs-Beck dissertation grants, Doris Duke fellowships for the promotion of child well-being, and NIH Dissertation awards.

As part of their financial aid packages, students are expected in their first two years to work as research assistant with an SSA faculty member for 10-12 hours each week and for three years as a teaching assistant (usually during years three through five).

Application Process

The majority of our master's students use federal financial aid in the form of student loans and work-study funds to bridge the gap between their SSA scholarship and the cost of attendance. SSA students work closely with the University's Student Loan Administration to facilitate the awarding of federal aid, including Perkins Loans, Stafford Loans, GradPLUS Loans, and work-study.

To be eligible for federal financial aid, you must file a Free Application for Federal Student Aid (FAFSA) and a University of Chicago Application for Loans and Federal Assistance. The FAFSA should be completed as soon as possible after October 1.

For details, visit fafsa.ed.gov (<http://www.fafsa.ed.gov>) and sla.uchicago.edu.

Awards Administered by Organizations and Agencies Outside the School

Students may also supplement their SSA scholarship awards with private loans, grants, and scholarships through state and private agencies, and part-time employment on- or off-campus. For more information about other forms of financial assistance, visit <http://ssa.uchicago.edu/additional-resources> and <http://www.uchicago.edu/jobs/>.

STUDENT LOANS

Federal Stafford Loans

The subsidy on the Stafford Loan has been eliminated for graduate and professional students, effective with enrollment periods beginning on or after July 1, 2012. If your enrollment at the University began after Summer quarter 2012, you may apply for up to \$20,500 in unsubsidized Stafford Loans.

The unsubsidized Federal Stafford Loan is not based on financial need. The borrower is responsible for the interest that accrues on the loan, even while enrolled in school. As of July 2, 2012, graduate and professional degree students may borrow up to \$20,500 per academic year in unsubsidized loans. The interest rate is fixed at 6 percent. No fees are charged for unsubsidized Federal Stafford Loans to borrowers who use the University of Chicago as their lender.

Federal Perkins Student Loans

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

Federal Direct Graduate PLUS (GradPLUS) Loan

Direct GradPLUS Loans have a fixed interest rate of 7 percent. Approval for a Federal Direct GradPLUS Loan is contingent upon your credit rating. If you have an adverse credit rating, your loan request may be denied. We recommend that you first apply for the Federal Direct Stafford Loans. If needed, apply for the Direct GradPLUS Loan to supplement the difference between your cost of attendance and other assistance.

Named University and SSA Loan Funds

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

- The Constance Marcial Burroughs Loan Fund. This fund was named for a distinguished alumna of the Class of 1951 who received an Alumni Citation Award from SSA in 1975.
- The Helen M. Crittenden Fund. Established in 1945 as a loan fund for the benefit of SSA students.
- The Phil Hovda Emergency Student Loan Fund. Established in 1994 from gifts of over 200 alumni, these loan funds are given in the name of SSA's former Dean of Students and alumnus of the class of 1971 upon his retirement after 20 years of service. Funds support emergency loans to SSA students.
- The Milton Hyman Student Loan Fund. Established in 1991, these loan funds are given in the name of an SSA field instructor and alumnus of the class of 1947. Loans from this fund are available to students who are concentrating in social change and improved social policy.
- The Nolan P. Jacobson Loan Fund. Established by Raphael D. Atlas, AM '50, in honor of a former professor, Nolan P. Jacobson, who graduated from the University of Chicago Divinity School. The fund provides students short-term relief of immediate financial problems with no interest charges.
- The Rhoda Sarnat Student Loan Fund. This fund honors a distinguished graduate of the Class of 1939. Loans from this fund are available to students in SSA who are interested in clinical social work.
- The George and Agnes Schael Loan Fund. Established in 1982 by George Schael in honor of his late wife, Agnes, EX '35. This fund is meant to provide emergency loans to full-time, degree-seeking students to cover financial emergencies that might impair their ability to continue their educational program at SSA. Individual loans from the fund are limited to \$1,000.
- The Michael R. Sosin Fund for Students. Established in 2015 in memory of Professor Michael R. Sosin, the fund provides relief to meet unanticipated and urgent needs of SSA doctoral and master's students.
- The SSA Alumni Loan Fund. Established in 1935 as a loan fund for the benefit of SSA students.
- The Willa Webber Lee Student Loan Fund. Established for a distinguished alumna of the Class of 1945.
- The Jeanne F. Westheimer Loan Fund. Established by Jeanne Westheimer, AM '40, as a loan fund for the benefit of SSA students.
- The Stanley Bliss Hospital Administration Fund, the Clay Hospital Administration Fund, the George Gund Foundation, the Kellogg Foundation Hospital Administration Fund, and the Rebecca Schneiderman Memorial Fund are available to SSA students who are in the GPHAP program.

Note: Regulations governing student loan programs have varied significantly in recent years. Current information regarding terms, repayment, and eligibility may be obtained from University's Student Loan Administration, The University of Chicago, 970 E. 58th St., Room 411, Chicago, IL 60637, 773.702.6061.



RESOURCES AND SERVICES

FACILITIES

Library

<http://www.lib.uchicago.edu/e/ssa/>

The SSA library located on the School's first floor is one of SSA's outstanding educational resources. The library's collection covers all aspects of social services and social work, as well as related material from other disciplines. It contains approximately 40,000 volumes, including books, journals, and reference works. Reserve readings for SSA classes are located here.

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

The staff of the SSA library are available to help researchers locate appropriate materials in the SSA library and elsewhere in the University Library System. The SSA Librarian can also provide research consultations and assistance with citation management tools upon request.

Computer Laboratory

SSA provides a computer laboratory that is equipped with 22 PC-compatible machines connected to two high-volume network printers. This lab has been established for the exclusive use of SSA students and staff, SSA computer-based courses, and other instruction. SSA has 36 laptop computers for in-class instruction use. Each computer offers the latest software provided by the University for coursework and any applications required by classes at SSA. In addition, the lab computers have highspeed connections to the Internet for browsing and email services. Students also have access to the Wireless Internet that is available throughout the SSA building for use with their personal laptops. SSA employs its own in-house IT staff for technical support.

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

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

SERVICES

Advising

All enrolled graduate students at SSA receive general academic advising through the office of the Dean of Students. When students enter SSA, they are assigned a faculty advisor with whom they are encouraged to discuss their academic program and career plans. First-year advisor assignments are generally made with the student's Core faculty; post-Core assignments are made in association with the student's chosen concentration. Throughout their attendance at SSA, students are encouraged to engage any faculty member for advice or information regarding their interests or concerns. The Dean of Students web page (<http://www.ssa.uchicago.edu/dean-students>) provides additional information regarding accommodations, financial concerns, special programs, or special needs.

Career Services

(<http://www.ssa.uchicago.edu/career-services>)

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

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

To help provide networking opportunities, Career Services offers a database of more than 1,000 recent SSA graduates who have volunteered to be resources by offering advice and guidance to job-seekers. Several of these alumni also serve on quarterly career panels sponsored by Career Services to discuss their transitions from

SSA and their current career paths, as well as to offer advice to graduating students. Alumni and students also participate in a shadow program during the summer to provide one-on-one direct workplace experiences.

In order to better inform SSA students about potential career paths, the Office of Career Services sponsors an Employer Information Session series throughout the academic year. Employers representing the broad spectrum of post-graduate opportunities will join students at SSA for informal information sessions detailing the nature of the work performed by their organizations, how they may best fit SSA graduates, and what the organizations are seeking in successful candidate applications, as well as application information and contacts. Some of these employers will also conduct onsite interviews at SSA and subsequently hire graduating students.

Throughout the academic year, Career Services will also alert students to several summer, year-long, and post-master's internship and fellowship opportunities. In addition, we will host several information sessions with representatives of these organizations along with SSA alumni who have been past recipients of these internships and fellowships.

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

Professional Development Program

The Professional Development Program (PDP) at the University of Chicago School of Social Service Administration is distinguished by its quality instruction and substantive exploration of clinical and management practice issues. Grounded in the dynamic interplay of theory, research, and practice, the intention of PDP workshops, review courses, and advanced clinical practice programs is to inform participants and also to challenge them to integrate new learning into their daily practice. SSA faculty, as well as distinguished guest scholars and practitioners, teach PDP offerings.

The program is designed primarily for licensed social workers and other human service professionals. Students at SSA are welcome to attend workshops and are provided a 50 percent discount. PDP events should be considered a supplementary offering to students' academic experiences and as a resource throughout their professional careers.

Continuing education credit is available to meet state licensing requirements and to give recognition of personal initiative and growth. For information about upcoming programs, instructors, and tuition, please visit our website: <http://ssa.uchicago.edu/professional-development>.

U-Pass

The School of Social Service Administration gives all full-time master's and doctoral students a Chicago Transit Authority (CTA) U-Pass. The U-Pass program allows cardholders unlimited rides on CTA trains and buses during the academic year. Students will be assessed a \$100/quarter fee for U-Pass privileges. Due to CTA guidelines, part-time students are currently ineligible for the U-Pass program.

ORGANIZATIONS

Student Associations

The student associations of SSA provide students with the opportunity to express their views on a variety of issues of importance to the School and the profession of social work, while also providing the student body with a system of mutual support. SSA student associations take an active role in the discussion of academic, professional, and political issues in the School. Student associations also sponsor various social activities that enrich the graduate school experience. All registered master's students are members of the SSA Student Government Association, and all registered doctoral students are members of the SSA Doctoral Student Association. Listed below are all the student associations that have been active within the School. All student organizations active for the 2017-2018 academic year are denoted with an asterisk. Visit www.ssa.uchicago.edu/clubs-organizations for up-to-date descriptions of the student associations.

*Advocates' Forum**

Black Student Association

Colleges Aligned Against Sexual Exploitation (CAASE)

Community and Economic Development Organization (CEDO)

Contemporary Indigeneity

Disability Student Association

Doctoral Student Association (DSA)*

The Elephant (Diversity Organization)*

Faith and Spirituality in Social Work

Feminist Student Association (FSA)

Group Learning Opportunities and Balance for Evening Students (GLOBES)

International Social Welfare Student Association (ISW)

Justice in the Field

Justice Works*
 Latino Student Association*
 Older Adult Film Series
 OUTreach: LGBTQ and Allied Social Workers
 Pan Asian Student Association (PASA)*
 Praxis
 The Social Werq Q's*
 Social Work Innovation and Entrepreneurship Organization
 SSA BridgeWe International Student Group
 SSA Peer Mentoring Program*
 SSA Without Borders*
 SSA Yoga*
 Student Advocate for Veterans Association (SAVA)
 Student Alliance for Mental Health and Wellness
 Student Alumni Representatives
 Student Government Association at SSA (SSA/SGA)*
 Student Grant Writers Association
 Trauma, Resilience, and Advocacy Collaborative (TRAC)*

The Alumni Association

Established in 1929, SSA's Alumni Association (<http://www.ssa.uchicago.edu/alumni-association>) strengthens and maintains links between the School and its more than 8,000 graduates. The Alumni Association furthers the interest of alumni, provides a bridge between alumni and the School, and promotes the School's goals and objectives through volunteer service and generous financial support. The Alumni Association offers a full range of programs and activities that engage its members with the School, and that contribute to individual and institutional advancement.

2017-2018 SSA Alumni Board of Directors

Alison Weston, AM '08, President
 Ashley Jackson, AM '11, Vice President
 Loretta Maestranzi, AM '14, Secretary
 Alison Baulos, AB '03, AM '11, MBA '11
 Louise Doss-Martin, AB '59, AM '63
 Esther Franco-Payne, AM '99
 Peter Gaumond, AM '93
 Jeff Glick, AM '75
 Patricia Giffin Hanberry, AM '75
 Christopher Louis Hennick-Jaffe, AM '12
 Marshall Jacobson, AM '65
 Joanne Medak, AM '74
 Elizabeth Mullen, AM '13
 Joy Rossi, AM '11
 Ingrid Roxana Mejia, AM '08
 Thomas O'Conner, AM '73
 Caitlin Worm, AM '12

PUBLICATIONS

Advocates' Forum

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

The goal of this publication is to inform social workers in all areas of practice of the administrative and clinical interests of master's students. The journal also supports SSA students in communicating effectively and participating in the valuable exchange among students and professionals in the field. The faculty advisor for the 2017-2018 academic year is Associate Professor Susan Lambert (<http://ssascholars.uchicago.edu/s-lambert>).

SSA Magazine and newsletter

SSA Magazine (<http://www.ssa.uchicago.edu/ssa-magazine>) features articles of interest to professionals in the social work and social welfare policy fields. The magazine primarily focuses on the research of SSA faculty and the accomplishments of SSA alumni. It is published twice a year and is mailed to alumni, donors, foundations, friends of the School, students, faculty, and staff. During the academic year, a monthly newsletter (<https://>

ssa.uchicago.edu/meSSAges), "meSSAges", complements the magazine and includes such information as events and media placements. It is emailed to the SSA community and various external audiences.

Social Service Review

Founded in 1927, *Social Service Review (SSR)* is committed to examining social welfare policy and practice and to evaluate 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 such topics as child welfare, health care, social welfare policy, homelessness, the organization of services and communities, clinical practice, and juvenile delinquency. In addition to thought-provoking essays, *SSR* provides book reviews to keep readers informed of current critical research.

The University of Chicago Press offers subscriptions at reduced rates for SSA students and alumni. *Social Service Review* is edited by Associate Professor Mark Courtney (<http://ssascholars.uchicago.edu/m-courtney>) and the faculty of the School of Social Service Administration. The journal is available at <http://www.journals.uchicago.edu/toc/ssr/current>.

RESEARCH CENTERS

Center for Health Administration Studies

The Center for Health Administration Studies (CHAS) (<http://chas.uchicago.edu>) at SSA has been a leader for over 75 years in research and education in health policy and services. CHAS engages an interdisciplinary and international group of health policy and services researchers on topics of health policy innovation and reform, health and social service integration, health access, cost and quality, behavioral health, global health, and preventive intervention. CHAS is well-known for expertise in health policy and service effectiveness for the disadvantaged.

An intentionally interdisciplinary center located in a graduate school of social work is a unique institutional form that both exploits and enriches the values and orientation of the University of Chicago. CHAS has explored new questions, identified knowledge gaps, sought to enhance the translation of research-to-practice, and identified opportunities for collaborations within and outside the University. Programs support faculty research, research dissemination and translation, student learning, and engage researchers, scholars, policy-makers, and practitioners.

The Center also supports an innovative health policy and research training program for graduate professional students at the University of Chicago, the Graduate Program in Health Administration and Policy (GPHAP) (<http://www.ssa.uchicago.edu/gphap>). GPHAP is unique among health administration programs in the United States. GPHAP allows students to earn either a Certificate in Health Administration and Policy (<http://www.ssa.uchicago.edu/gphap-program-requirements>) or a Certificate in Health Administration and Policy with a Concentration in Global Health (<http://www.ssa.uchicago.edu/global-health-certificate-program>), while earning a degree in one of the participating graduate schools on campus: the Booth School of Business (<http://www.chicagobooth.edu>), the Harris School of Public Policy (<http://harrisschool.uchicago.edu>), the Law School (<http://www.law.uchicago.edu>), the Pritzker School of Medicine (<http://pritzker.uchicago.edu>), and the School of Social Service Administration (<http://www.ssa.uchicago.edu>).

The Center is located within the University of Chicago School of Social Service Administration (SSA). CHAS was established at the University of Chicago in 1962, and celebrated its 50th anniversary in 2013.

Chapin Hall at the University of Chicago

SSA partners with **Chapin Hall at the University of Chicago**, an independent entity. Chapin Hall has, since its inception in 1985 as a research and policy center, focused on a mission of improving the well-being of children and youth, families, and their communities. This mission is achieved through policy research—by developing and testing new ideas, generating and analyzing information, and examining policies, programs, and practices across a wide range of service systems and organizations. Chapin Hall's researchers meet regularly with policy-makers, agency directors, philanthropic organizations, and community groups to assure that important findings are placed directly in the hands of those who can best use them.

A number of faculty members from the School of Social Service Administration are partners with Chapin Hall and direct research under its auspices. SSA doctoral and master's-level students form an integral part of many Chapin Hall research teams and are active participants in seminars and discussions. Please refer to the Chapin Hall website for more information about the organization's research, publications, and conferences: <http://www.chapinhall.org/>.

Chicago Center for Youth Violence Prevention (CCYVP)

The Chicago Center for Youth Violence Prevention (CCYVP) (<https://ssascholars.uchicago.edu/chicago-center-youth-violence-prevention>) brings together researchers, community representatives, practitioners, and policy-makers committed to understanding and reducing youth violence in high burden communities in Chicago—communities with some of the highest rates of youth violence in the country. The core work of the

Center is focused on studying the causes and consequences of youth violence and using those data to inform the development and testing of prevention interventions to support children, youth, families, and the communities in which they live.

The Center's primary aims are: 1) to build a coalition of community, policy, and academic partners to address the issues of youth and other forms of violence within Chicago neighborhoods; 2) to evaluate the process and impact of implementing a community-level prevention system in a high-risk urban community and to identify unique challenges and adaptations necessary for implementation in urban neighborhoods; 3) to evaluate and inform current policy strategies aimed at reducing youth and other forms of violence; 4) to provide training and technical assistance to build capacity for schools and community agencies to select and implement evidence-based interventions; 5) to evaluate the most promising existing interventions within the community; and 5) to use these data to inform policy and practice.

Crime Lab

The University of Chicago Crime Lab (<http://urbanlabs.uchicago.edu/labs/crime>) seeks to improve our understanding of how to reduce crime and violence by helping government agencies and non-profit organizations develop innovative approaches to reducing violence and work with them to test new innovations using randomized controlled trials (RCTs). In 2011, Crime Lab launched the Urban Education Lab (<http://uel.uchicago.edu>) to support RCTs specifically in the area of improving education outcomes, which, particularly in disadvantaged urban areas, are deeply connected to risk of violence involvement. In 2014, Crime Lab announced the launch of the University of Chicago Crime Lab New York (<http://news.uchicago.edu/article/2014/12/17/crime-lab-new-york-will-help-promote-evidence-based-policies-prevent-crime-violen>). Leading researchers will provide New York policy-makers with rigorous, objective, scientific evidence to help reduce crime, violence, and the costs of criminal justice in a new partnership with the City of New York. The Crime Lab began in April 2008 in partnership with the City of Chicago, and its work has been made possible by generous seed funding from the Joyce Foundation, the University of Chicago Office of the Provost, and the School of Social Service Administration through the Center for Health Administration Studies (CHAS).

Interdisciplinary Scholar Networks

SSA launched the Interdisciplinary Scholar Network initiative to bring together scholars across disciplinary and professional lines, and to generate innovative and more comprehensive knowledge aimed at addressing some of society's most intractable social problems. Two networks have been established:

- The Employment Instability, Family Well-being, and Social Policy Network (<http://ssascholars.uchicago.edu/einet>) (EINet): This research network enhances the capacity of the field to study employment instability at the lower end of the labor market and develops and evaluates interventions aimed at reducing employment instability and its effects on children and families.
- The STI and HIV Intervention Network (<http://ssascholars.uchicago.edu/shine>) (SHINE): This network conducts research on the biological, behavioral, and structural factors that heighten vulnerability to sexually transmitted infections and HIV among ethnic minority communities in the United States. SHINE develops and evaluates interventions to alleviate existing STI/HIV disparities.

Information and Application

For further information and application materials, contact the Office of Admissions, The School of Social Service Administration, 969 E. 60th St., Chicago, IL 60637; telephone, 773.702.1250; SSA website, <http://www.ssa.uchicago.edu>.



UNIVERSITY RESOURCES AND SERVICES

LIBRARY

As a center of intense intellectual inquiry, the University of Chicago Library (<https://www.lib.uchicago.edu>) shares with the University of Chicago the aspiration to be the most dynamic research and learning environment in the world, supporting the University's commitment to research and teaching in the sciences, social sciences, humanities, and the College, as well as to use its intellectual resources to help solve the world's problems.

The University of Chicago Library serves its users from 6 locations at the heart of campus, providing faculty and students with rapid access to its collections, research and study spaces, and diverse services: *the John Crerar Library* for science, medicine, and technology; *D'Angelo Law Library*; *Eckhart Library* for mathematics; *the Joe and Rika Mansueto Library* and *the Joseph Regenstein Library* for humanities, social sciences, business, and special collections; and the *Social Service Administration Library*. All libraries are open to readers who have a valid University ID or library card. These Library resources include 11.3 million print and electronic volumes; 62,300 linear feet of archives and manuscripts; and 153 terabytes of born-digital archives, digitized collections, and research data.

Even as building and preserving collections continue to be a critical commitment, the Library is assuming new roles that are vital to research, innovation, and learning at the University of Chicago. In doing so, the Library is leveraging the deep expertise of the Library staff, developing services that support new avenues of research, and expanding access to and preservation of scholarly resources in ways that advance the goals of the University community and the needs of the next generation of scholars.

Librarians are present in all of the libraries to provide orientation to library collections, services, and facilities. The reference staff is available for individual and group consultation, and the Library's subject specialists are also available for specialized reference services or to discuss resources in their respective disciplines.

Instruction services are available for students. The library staff is available to teach workshops on the identification and use of library resources, and to assist in developing effective library research strategies.

The online subject guides offer an overview of both print and electronic resources, and provide a useful starting place when beginning your research. A comprehensive list of electronic resources with links to a variety of subject guides is available at <http://guides.lib.uchicago.edu>.

DINING

<http://dining.uchicago.edu/>

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

LIVING ACCOMMODATIONS

Graduate Student Housing

The University owns and operates numerous apartment buildings located around and within the campus area. Graduate students who are single, married, or in a domestic partnership, and who are enrolled full-time, are eligible to live in Graduate Student Housing. Apartment sizes range from studios to large three-bedroom apartments, furnished or unfurnished, in walk-up or elevator buildings. Parking lots are available at some buildings. Options for single students include single occupancy and shared apartments. Couples with children are given priority for the two- and three-bedroom apartments. Inquiries should be addressed to Residential Properties (<http://rp.uchicago.edu>), 5100 S. Dorchester Ave., Chicago, IL 60615, 773.753.1332.

Private Housing

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

FAMILY RESOURCES

Along with the joys of parenting, graduate students and postdocs with children or dependents face unique pressures and demands on their time. To support families, the University provides a range of services.

Family Resource Center

The Family Resource Center (<https://grad.uchicago.edu/life-community/family-resources/family-resource-center>), located at 950 E. 61st St., is a drop-in center for families that offers family-friendly programs,

informational materials for families, and a support network. Membership is free for graduate students and postdocs.

Writing Groups

Student parents can join their colleagues for special writing sessions that coordinate babysitting services.

PhD Child Care Grants

Doctoral students with children may apply for need-based stipends (<https://grad.uchicago.edu/life-community/family-resources/child-care-stipend-application>).

UChicago Child Care Resources

The University's Child Care Resources (<https://childcare.uchicago.edu>) site provides an overview of University services, resources, and policies for families. The Parent Resource Guide (<https://grad.uchicago.edu/sites/default/files/parent-resource-guide.pdf>) also offers related information, including lists of child care providers and information about local schools.

CAREER ADVANCEMENT

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

HUMAN RESOURCES SERVICES

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

CAMPUS BUS SERVICE

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

The NightRide program serves University students, faculty, and staff during the late-night hours. Buses run approximately every 20-30 minutes throughout the evening, departing from the Regenstein Library. An express bus service to downtown is also available on Friday and Saturday evenings.

NightRide hours and map. (http://safety-security.uchicago.edu/services/ugo_nightride_shuttles)

For more information, call 773.795.6108 or email bus@uchicago.edu.

Midway Metra Shuttle

The University's Midway Metra Shuttle serves Metra stations near campus, several destinations along 59th and 60th streets, and the University of Chicago Medicine's campus. This new shuttle service launching Monday, May 30, will operate Monday through Friday during the morning rush (5:40-9:40 a.m.) and evening rushing (3:30-6:40 p.m.) periods. For estimated arrival and departure times, view the Midway Metra Shuttle schedule (https://d3qi0qp55mx5f5.cloudfront.net/safety-security/uploads/files/Midway_Metra_Shuttle_Schedule_June_3_2016_V3.pdf).

This shuttle stops only at the designated stops and does not pick up or drop off passengers at intersections. The Midway Metra Shuttle route is similar to the CTA 170 bus route, which went out of service on May 27, 2016.

UGo Shuttles

The University provides free daytime service around the campus area and portions of the neighboring communities as a safe and convenient way for all students, faculty, staff, and University of Chicago Medicine staff to get around. The shuttles run year-round except on University-honored holidays.

All UGo Shuttle riders are asked to tap their valid University-issued ID or University of Chicago Medicine ID on a card reader each time they board a shuttle. See the Shuttle ID Guidelines (http://safety-security.uchicago.edu/services/shuttle_id_guidelines) for more information.

SAFETY AND SECURITY

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

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

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

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

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

UNIVERSITY OF CHICAGO STUDENT HEALTH INSURANCE

All students are required to carry adequate health insurance. Your insurance must cover routine, non-emergency medical care in the Chicago area, and meet all comparable coverage requirements. You must satisfy UChicago's health insurance requirement in one of two ways:

Confirm enrollment in the University Student Health Insurance Plan (U-SHIP)

-OR-

Apply for a waiver by certifying that you have comparable insurance coverage

Students must confirm or waive enrollment by 5 pm Central time on the third Friday of their first quarter enrolled at the University. **The Autumn 2017 deadline is 5 pm on August 31, 2017.** If you do not elect into the program or waive by the enrollment deadline, you will forfeit enrollment in health insurance through the University. Students must complete this enrollment process annually.

Immunization Requirements

By State of Illinois law, generally all new students are required to present proof of immunity from German measles, measles (two shots required), mumps, and tetanus/diphtheria (three shots required for international students). The [Student Health and Counseling Service](http://healthcare.uchicago.edu) (<http://healthcare.uchicago.edu>) notifies all new students of the requirement and provides instructions for compliance. Forms will be mailed to all incoming students and are available [here](https://healthcare.uchicago.edu/page/vaccinations-required-enrollment) (<https://healthcare.uchicago.edu/page/vaccinations-required-enrollment>).

After the third Friday of the first quarter of enrollment, students who are not yet compliant will have their subsequent registrations restricted and will not have the restriction lifted until they have become compliant with the immunization requirement. If you receive this notification, we recommend that you call Student Health at 773.702.4156 to resolve your immunization compliance status.

For additional information about immunizations, please contact the Student Health and Counseling Services. For a copy of the State of Illinois law, click [here](http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1056&ChapAct=110%20ILCS%2020/&ChapterID=18&ChapterName=HIGHER+EDUCATION&ActName=College+Student+Immunization+Act) (<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1056&ChapAct=110%20ILCS%2020/&ChapterID=18&ChapterName=HIGHER+EDUCATION&ActName=College+Student+Immunization+Act>).

STUDENT LIFE FEE

The University requires all students, with the exception of Extended Evening Program (EEP) students, to pay the Student Life Fee each quarter of enrollment. Note: EEP students who specifically opt-in to the University Student Health Insurance Plan (U-SHIP) will be assessed the Student Life Fee. This fee covers patient visits at the Student Health Service and Student Counseling Service. This fee also covers student activities through the [Center for Leadership and Involvement](http://leadership.uchicago.edu) (<http://leadership.uchicago.edu>). Dependent spouses or same-sex domestic partners and dependent children age 14 and older, who are insured through the University Student Health Insurance Plan (U-SHIP), are assessed the Dependent Life Fee and are entitled to receive services at Student Health and Counseling Services.

Students who live more than 100 miles away from the University are eligible to waive the Student Life Fee by submitting a request to the SSA Dean of Students (dos@ssa.uchicago.edu).

Summer Student Life Fee

Returning students and June graduates who remain in the Chicago area during the summer but are not enrolled in classes have the option to pay the Summer Student Life Fee for continued access to services at Student Health

and Counseling Services. Students' family members already on the University Student Health Insurance Plan (U-SHIP) may also purchase this service.

UNIVERSITY POLICIES

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

The Student Manual (<http://studentmanual.uchicago.edu>) is the official statement of University policies and regulations, and expected standards of student conduct which are applicable to all students. The manual includes the following University policies:

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



COURSES OF INSTRUCTION

THIS LIST IS CORRECT AS OF SEPTEMBER 1, 2017. FOR THE MOST CURRENT AND SEARCHABLE CATALOG OF ALL SSA COURSES, PLEASE VISIT: [HTTP://WWW.SSA.UCHICAGO.EDU/COURSE-CATALOG](http://www.ssa.uchicago.edu/course-catalog)

MASTER'S LEVEL COURSES

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

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

I. W. Johnson (<http://ssascholars.uchicago.edu/w-johnson>), N. Marwell (<https://ssascholars.uchicago.edu/n-marwell>), H. Pollack (<http://ssascholars.uchicago.edu/h-pollack>), E. Waxman (<http://www.ssa.uchicago.edu/elaine-waxman>), M. Ybarra (<http://ssascholars.uchicago.edu/m-ybarra>)
 II. E. S. Carr (<http://ssascholars.uchicago.edu/e-carr>), J. Darrow (<http://ssa.uchicago.edu/jessica-Darrow>), A. Garcia (<https://ssascholars.uchicago.edu/a-garcia>), J. Mosley (<http://ssascholars.uchicago.edu/j-mosley>), M. Ybarra (<http://ssascholars.uchicago.edu/m-ybarra>), A. Zarychta (<https://ssascholars.uchicago.edu/a-zarychta>)

30100. *Social Intervention: Direct Practice I, II*

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

A. Bouris (<http://ssascholars.uchicago.edu/a-bouris>), G. Fedock (<https://ssascholars.uchicago.edu/g-fedock>), B. Jacob (<http://ssa.uchicago.edu/beth-anne-jacob>), C. McMillen (<http://ssascholars.uchicago.edu/c-mcmillen>), S. Parikh (<http://ssa.uchicago.edu/Shipra-Parikh>), A. Trettin (<http://ssa.uchicago.edu/ann-f-trettin>), J. Wickstrom (<http://ssa.uchicago.edu/jancey-wickstrom>)

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

30200. *Social Intervention: Research and Evaluation*

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

J. Darrow (<http://ssa.uchicago.edu/jessica-Darrow>), R. Garthe (<http://ssa.uchicago.edu/rachel-garthe>), M. Jarpe (<http://ssa.uchicago.edu/meghan-jarpe-0>), J. Kim, S. Parikh (<http://ssa.uchicago.edu/shipra-parikh>)

32700. *Human Behavior in the Social Environment*

This Core course teaches biological and social science concepts concerning human development in social contexts 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.

B. Borden (<http://ssascholars.uchicago.edu/w-borden>), Y. Choi (<http://ssascholars.uchicago.edu/ychoi>), M. Gronen (<http://ssa.uchicago.edu/melinda-gronen>), S. Hans (<http://ssascholars.uchicago.edu/s-hans>), S. Parikh (<http://ssa.uchicago.edu/shipra-parikh>)

40012. *Clinical Interventions in Substance Use Disorders*

This course is an introduction to substance use issues, the spectrum of substance use, associated diagnostic criteria (DSM-5), and major evidence-supported methods for treatment. Through the use of readings, lecture, class discussion, experiential learning, class assignments, and a full-day workshop on motivational interviewing, participants will become familiar with best practices in the core counselor functions of screening, assessment, treatment planning, community intervention, and counseling. While the primary focus of this course is on verbal interventions, participants will also become familiar with the pharmacology of non-medical substances, medications approved for Medication-Assisted Treatment, and opiate overdose prevention strategies. Special attention will be given to the framework of Trauma-Informed Care, techniques to engage/retain individuals in treatment, brief interventions that can be applied to a variety of settings, individual and group counseling approaches, and relapse prevention/response. This course provides an overview of the particular treatment needs of underserved populations, including LGBTQ-identified individuals, older adults, individuals with co-occurring mental illness, and women.

G. Zapata-Alma (<http://ssa.uchicago.edu/gabriela-zapata-alma>)

40212. *Couples Therapy*

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

Staff

40403. *Fundamentals of Behavioral Therapy: Contemporary Approaches*

Many persons seeking treatment present with problems more extreme than individuals described as the "worried well," yet they do not display the symptom profile of persons diagnosed with a "severe mental illness." Typically, these individuals experience chronic distress; they present with impulsive coping styles, chaotic relationships, and affective dysregulation. Psychotherapy for persons presenting with chronic distress presents a unique set of challenges. Most research in psychotherapy outcomes suggests that one of the most important factors associated with successful treatment is the relationship between the client and therapist. Traditionally, focus on the therapeutic relationship has been the purview of experiential and psychodynamic therapies. However, three behavioral models of psychotherapy have been introduced that focus on the relationship in the therapy session. To varying degrees, these therapies are based on a large body of knowledge developed over the past several decades in the study of verbal behavior. In this class, participants will be introduced to a behavioral conceptualization of phenomena, such as emotion, memory, cognition, and beliefs. Discussion of these private behaviors will conclude in a presentation of a behavioral theory of the "sense of self." For the remainder of the course, participants will revisit these concepts as they apply to discussion of three influential behavioral therapies. First, participants will become acquainted with specific clinician behaviors that foster the curative role of the therapist as articulated in Functional Analytic Psychotherapy (FAP) developed by Robert Kohlenberg. Second, participants will discuss the role of verbal behavior in human suffering and the "recontextualization" of painful private experience presented in Acceptance and Commitment Therapy (ACT) developed by Steven Hayes. Finally, participants will be introduced to the therapeutic dialectic of acceptance and change as outlined in Dialectical Behavior Therapy (DBT) developed by Marsha Linehan. The goals of the course will be to briefly introduce participants to FAP and ACT; and to provide an overview of the principles and strategies of DBT that explicitly address the diffuse, troubling experiences presented by most chronically distressed individuals.

N. Gier, J. Wickstrom (<http://ssa.uchicago.edu/jancey-wickstrom>)

40404. *Cognitive and Behavioral Approaches: Children and Families*

Behavioral and cognitive theories form the bases for many of today's evidence-supported clinical interventions for children and families. This course helps students understand these theoretical bases and how they are applied in (a) parent-management training programs for children with behavioral problems, (b) interventions for children and youth who have experienced trauma, and (c) clinical approaches for youth with severe emotional dysregulation. The course prods students to think about what children and youth need from their environments

in order to develop healthy thinking and behavior. The course also emphasizes the purposeful and necessary use of relationship in cognitive and behavioral practices in ways that demonstrate respect, challenge children and youths' cognitions about themselves, and help children and youth approach new relationships in healthier ways. Within these larger intellectual contexts, the course explores the substantial cultural challenges of these approaches.

L. Dal Pra (<http://ssa.uchicago.edu/lee-dal-pra>)

40532. Motivational Interviewing

Motivational Interviewing (MI) is an empirically supported way of being with clients in an empathic, open, non-judgmental, and collaborative manner. The clinician practicing MI helps those with whom they are working acknowledge and explore ambivalence in regards to behavior change. Furthermore, once a client decides to make (or not make) changes, the MI clinician collaborates in determining a course of action. MI, though simple at first glance, is complex and requires ongoing training and practice. This course is designed to provide students with an in-depth understanding of MI and how to practice it within various treatment settings. Through lectures, open discussions, readings, written assignments, and practice exercises, students will be able to gain insight, knowledge, and skills related to person-centered clinical practice, the human condition, and behavior change.

N. Turner (<http://www.ssa.uchicago.edu/Nicholas-Turner>)

40800. Family Systems Approaches to Practice

This course provides a systems-based conceptual and technical foundation for social work practice with families, considering multi-generational family life-cycle development, socio-cultural context, and family diversity. We examine social constructions of the "normal family" with particular attention to changing family forms and gender roles, addressing the challenges facing diverse couples and families in a changing world. An overview of foundational models of family practice and recent developments in strength-based collaborative approaches highlights core concepts and methods in brief problem-solving, post-modern, and intergenerational, growth-oriented models. Discussion focuses on: 1) assessment of family strengths and vulnerabilities; 2) intervention objectives; and 3) the process of change. A research informed, integrative Family Resilience Framework is presented, identifying key family processes and intervention/prevention guidelines to foster resilience of at-risk children and distressed families by strengthening family functioning as presenting problems are resolved. Special topics include: working with child and adolescent concerns, family diversity, the role of culture and spirituality/belief systems in families, and disenfranchised/multi-stressed families. A broad range of practice issues and guidelines are illustrated with videotape and case examples.

J. Flom (<http://ssa.uchicago.edu/joanne-flom>)

40922. Cognitive Behavioral Therapy: Theory and Practice

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

J. Chapman (<http://ssa.uchicago.edu/jon-chapman>), M. Yasui (<http://ssascholars.uchicago.edu/m-yasui>), M. Novak (<http://ssa.uchicago.edu/Melissa-Novak>)

41000. Psychodynamic Practice Methods I (also HDCCP 41250)

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

is introduced as an orienting perspective that sponsors dialogue among multiple theoretical traditions and helps social workers consider differing approaches in light of the pragmatic concerns and core values of the profession.

B. Borden (<http://ssascholars.uchicago.edu/w-borden>), A. Levy

41100. *Psychodynamic Practice Methods II*

This course provides an opportunity for continued exploration of psychodynamic practice begun in the earlier methods class. This practice has a rich history and tradition, extending back to the pioneering groundwork of Sigmund Freud. However, practice literature and the helping professions in general have paid little attention to developments in psychodynamic treatment since Freud's era, failing to acknowledge more contemporary challenges to and elaborations on classical psychoanalysis. These developments include the emergence of attachment theory and related research, advancements in understanding of the role of neuroscience, and socio-cultural-political forces reshaping notions of hierarchy, power, and authority. A particularly pernicious and recurring criticism of psychodynamic therapy is that it pays limited attention to issues of race, ethnicity, and culture. In addition, psychodynamic therapy is widely—and erroneously—characterized as heterosexist, homophobic, and anti-feminist. This course will identify key developments in the evolution of psychodynamic theory from Freud's time until the present, reviewing representative traditions that moved further away from drive theory toward more relational ways of organizing our understanding of human behavior. Among these developments are a new emphasis on social constructivism; the idea of "self" as fluid and shaped by changing influences; a new appreciation for the role of culture, race, gender, religion, and sexuality; and the introduction of 'relationality' and 'intersubjectivity' into the treatment paradigm—including the function of self-disclosure on the part of the therapist. Therefore, contemporary psychodynamic therapy has shifted its focus from untying intrapsychic "knots" to examining the centrality of relationships. In other words, it has shifted away from "one-person" to "two-person" psychology. **Prerequisite:** SSAD 41000.

C. Ganzer (<http://ssa.uchicago.edu/carol-ganzer>)

41212. *Intersectional Approaches to Social Work with LGBTQIA Individuals and Communities*

A social justice and intersectional framework is used to examine social work and social welfare issues relevant to lesbian, gay, bisexual, transgender, queer, intersex, and asexual populations. This course covers basic knowledge and history related to gender and sexuality, and provides a lifespan and systems approach to individual, group, community, policy, and administrative practice. Emphasis is placed on analyzing power and privilege and the intersection of LGBTQIA identities with race, gender, ability, class, age, and immigration status.

J. Messinger (<http://ssa.uchicago.edu/joy-messinger>)

41500. *The Practice of Group Work*

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

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

41600. *Public School Systems and Service Populations*

This course familiarizes students with the origin and history of school social work, the organization of American public schools, the current role of the social worker in a variety of public school settings, and the populations served by school social workers. Students address such issues as working with parents and the community, crisis intervention, group treatment, child neglect and abuse identification and reporting, services to culturally and economically diverse populations, and current policy issues impacting K-12 education. The class format includes group discussions and relevant readings. **Prerequisite:** Enrollment limited to students working toward the Type 73 Certificate; consent of instructor required for students from other departments. (*Completion of course required for State School Social Work Certification.*)

J. Meade (<http://ssa.uchicago.edu/jennifer-meade-magruder>)

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 explores intersectionality and diversity in the presentation of abusive family systems. The application of evidence based treatment modalities that enhance resiliencies and promote positive structural and interpersonal changes to the family infrastructure will be examined. The classes include a mix of theoretical information and specific clinical interventions. Class structure includes didactic material, class discussion, interactive exercises, and use of videos/documentaries. The course includes a broad exploration of the following areas: interpersonal violence; child maltreatment; substance abuse; the impact of historical and transgenerational

trauma; and how immigration, refugee status, diverse religious/personal practices, and community violence affect the functioning of family systems.

M. Gronen (<http://ssa.uchicago.edu/melinda-gronen>)

41900. *Treatment of Adolescents: A Contextual Perspective*

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

J. Sykes (<http://ssa.uchicago.edu/john-sykes>)

42001. *Substance Use Practice*

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

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

42100. *Aging and Mental Health*

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

A. Schigelone (<https://ssa.uchicago.edu/amy-schigelone>)

42322. *Child and Adolescent Substance Use*

Substance use disorders are related to devastating outcomes including, but not limited to, trauma, incarceration, homelessness, mental illness, infectious diseases, medical conditions, and death. Substance use among children and adolescents is distinct from adult substance use, and requires unique and specific attention to reduce the likelihood of negative outcomes. This course will address risk and protective factors for child and adolescent substance use, assessment, and treatment approaches. A primary goal of this course is to examine the spectrum of substance use across the developmental span of childhood and adolescence. There will be an emphasis on integrating theory and practice to not only reduce risk, but also to promote the health and potential of children and adolescents. Learning objectives will be achieved through analysis of selected readings, class discussion, multimedia presentations, and experiential activities.

R. Levin (<http://ssa.uchicago.edu/rebecca-levin>)

42401. *Comparative Perspectives in Social Work Practice*

Although many social workers endorse eclecticism as their preferred approach to practice, there is surprisingly little consideration of comparative perspectives that help clinicians think critically about differing theoretical systems and integrate elements from a variety of approaches in efforts to facilitate change and improve outcomes. This course introduces critical pluralism as an orienting perspective in an effort to sponsor practice across theoretical traditions, reviews the defining features of the major schools of thought, and presents

an integrative approach to psychosocial intervention that draws on psychodynamic, cognitive, behavioral, and humanistic contributions. The first part examines representative models of psychosocial intervention, as set forth in psychodynamic, cognitive, behavioral, and humanistic traditions, and identifies the defining features of each school of thought as well as common elements, basic principles, and methods of intervention that operate across the systems. The second part introduces an integrative approach to psychosocial intervention informed by the work of Paul Wachtel, drawing on psychodynamic, cognitive, behavioral, humanistic, and systems perspectives.

Prerequisites: Limited to Clinical Concentration students or those with consent of instructor.

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

42500. Adult Psychopathology

This course covers the description, classification, evaluation, and diagnosis of the adult psychiatric disorders described in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). Additional topics include how to conduct a diagnostic and psychosocial evaluation, cultural factors in mental illness, mental illness in older adults, and discussion of the major categories of drugs used in treating psychiatric disorders. This course is appropriate for students with clinical interests and students with administration/policy interests.

S. McCracken (<http://ssascholars.uchicago.edu/s-mccracken>)

42600. Diagnosing Mental Disorders in Children and Adolescents

Determining the nature of an individual's mental health problem is the first step toward rational and effective intervention. In the case of children and adolescents, the critical task of formulating a diagnosis is further complicated by the currently shifting conceptualizations of the nature and determinants of pathology in these age groups. This course will focus on assessing mental disorders in young people according to the DSM-5 classification system with some emphasis on the transition from DSM-IV to DSM-5 since many students will still be using DSM-IV in their field placements, and it is unclear as to when the DSM-5 will be required or included in the licensing exam. The characteristic clinical presentation of each diagnostic group will be presented. Associated family patterns and key issues in interviewing parents will be highlighted. Assessment methodologies, including behavioral, psychobiological, and systemic, will be surveyed. This course will provide a beginning information base for students interested in working with children and adolescents.

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

42700. Family Support Principles, Practice, and Program Development

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

K. Ethier (<http://ssa.uchicago.edu/kristen-ethier>)

42800. Clinical Intervention with Socially Vulnerable Clients

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

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

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

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

—cross-nationally, across race/ethnicity, and across income. This course fulfills the second course requirement for the Family Support Program of Study, but all SSA students are welcome.

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

43012. *Social Work's Role in Ending the Domestic HIV Epidemic*

From its first widespread appearance in the United States in 1981, vulnerability to HIV infection and governmental and public health responses to it have been deeply shaped by underlying social inequalities and the politics of race, gender, sexuality, and class. While it is true that much has changed since 1981 in the treatment and prevention of HIV, a surprising amount has not changed. Confidence in and optimism about biomedical treatments run high, and yet meaningful access and engagement in these intervention approaches continue to mirror the social inequalities that have existed since the beginning of the epidemic. As a consequence, the number of annual HIV infections in the United States remains stubbornly persistent and increasingly concentrated among historically marginalized populations, especially among persons with multiple marginalized identities. Despite these difficult trends, because social workers possess the skill sets and perspective to craft and implement evidence-based interventions that bridge the worlds of structural inequality and biomedical intervention, they are integral to ending the domestic HIV epidemic. In this course, we will explore the types of interventions and approaches that social workers are using in the realms of primary HIV prevention and to improve access and retention in care for persons living with HIV. This class is as much a class about how social workers think and practice in the domain of public health as it is a class about HIV.

M. Richards (<http://ssa.uchicago.edu/Matthew-Richards>)

43300. *The Exceptional Child*

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

J. Meade (<http://ssa.uchicago.edu/Jennifer-Meade>)

43412. *Qualitative Inquiry and Research*

This course will introduce students to the use of qualitative research methods and encourage the integration of qualitative methods in social work practice. The course begins with a historical and philosophical overview of qualitative inquiry and proceeds with an examination of the most commonly used approaches: narrative research, phenomenology, grounded theory, ethnography, and case study. While covering these approaches, issues related to research design, data collection, analytic technique, presentation of findings, researcher values, and subjectivity are taught in an applied manner through a project-based assignment. Although the course is not designed to train for proficiency in any one approach, it will familiarize students with the specific processes involved in designing and conducting phenomenological qualitative research.

S. Robinson (<https://ssascholars.uchicago.edu/s-robinson>)

43722. *Social Work in Health Care: The Rapidly Changing Landscape*

Students in this course learn about relevant and controversial issues social workers are dealing with in hospital and healthcare settings. This course introduces students to psychosocial issues related to health care provision and some of the issues and tasks common among health social workers. These include understanding the determinants of health behavior, working on interdisciplinary teams, and recognizing biases in medicine and how they affect social work practice. Value and ethical conflicts inherent in clinical practice in healthcare are emphasized, with special attention to issues related to disadvantaged populations.

S. Shim (<http://ssa.uchicago.edu/soo-shim>)

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

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

DBT was one of the first cognitive behavior therapies to integrate mindfulness, acceptance, and willingness into treatment regimens that traditionally focus on change and control. It is therefore considered a pioneering therapy in what is now called the “third wave” in behaviorism. This class is intended to provide students with advanced training in the principles and practice of DBT. To that end, via lecture, experiential exercises, role play,

and a self-change project, participants will be exposed to the four components of DBT: Skills Training, Individual Therapy, Telephone Consultation, and the Consultation Group. However, a basic tenet of DBT is that therapists should not expect their clients to engage in behaviors and activities they are unwilling to do. Therefore, emphasis in this class will be placed on experiential knowledge. Therefore, interested participants will be expected to make a basic set of commitments that expose them to many of the emotional reactions experienced by their future clients. In addition to a self-change project, participants will commit to complete a diary card and practice mindfulness on a daily basis. Other learning activities include co-facilitating and participating in a skills group, a DBT individual therapy session, and a consultation group.

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

43912. Social Work with Veterans

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

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

44122. Self-Awareness and Social Work with Diverse Populations

This course assists both practice and policy students in developing an increased awareness of self in order to more effectively intervene with regard to practice and policy 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 and policy frameworks for exploring differences and intervening with diverse clients are examined.

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

44212. Abuse-Focused Child Therapy and the Helping Relationship

This course focuses primarily on understanding the world of the sexually abused child, including the abuse-focused therapy process, and consideration of related experiences that traumatized children experience (physical abuse, sexual exploitation/human trafficking, abusive family dynamics), utilizing the helping relationship as a primary modality. A variety of relationship-based interventions are explored (cognitive and non-cognitive), integrating neurobiological, developmental, cultural, and attachment perspectives. These are balanced against the significant role of the therapist in treatment, drawing from research on mindfulness, self-care, and self-inquiry, and especially considering the therapist's own attachment and resulting response to trauma. Through lectures, experiential learning, case discussion, audio/visual materials, and writing, students will learn to understand abuse as it impacts children, techniques and strategies for intervening with clients, and challenges to treatment as moderated by their experience of themselves as clinicians.

S. Parikh (<http://www.ssa.uchicago.edu/Shipra-Parikh>)

44401. Sexuality across the Life Cycle

From birth through old age, sexuality is an essential component of human development impacting identity formation, self-esteem, and relationships. The developmental theories of Erickson and Freud offer dynamic frameworks from which to view sexuality. The exploration of sexuality becomes even more complex when the influences of family, culture, ethnicity, and religion are considered. This class will focus on the developmental aspects of sexuality relevant to each life stage as viewed through the multiple social constructions impacting sexuality, gender, and sexual orientation. Special attention will be given to marginalized sexualities, particularly women's sexuality and gay/lesbian/bisexual sexuality. A number of theoretical perspectives will be incorporated to provide tools for critical thinking about sexuality and human development.

M. Novak (<http://ssa.uchicago.edu/Melissa-Novak>)

44501. Clinical Research: Using Evidence in Clinical Decision-Making

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

this intervention. Students will learn how to evaluate their practice using tools, such as logic models and other assessment instruments, to monitor progress and outcome, and visual analysis of data graphs. **Prerequisites:** SSAD 30200 or faculty approval following research exam.

S. Budde (<http://ssa.uchicago.edu/stephen-budde>), L. Ismayilova (<http://ssascholars.uchicago.edu/l-ismayilova>), C. Link (<http://ssa.uchicago.edu/Christopher-Link>), A. Virgil (<http://ssa.uchicago.edu/Alice-Virgil>), G. Zapata-Alma (<http://ssa.uchicago.edu/gabriela-zapata-alma>)

44712. Queer Theory in Social Work Practice

When applied to social work, queer theory offers a necessary framework for questioning notions of essential and stable identities, such as sexualities and genders. Additionally, queer theory may help social workers to render more complex understandings of normativity, deviance, race/ethnicity, and health/ability statuses, as well as class and privilege, all of which are relevant to social work. This course will begin by exploring a body of literature broadly defined as queer theory, engaging scholars, activists, and artists working at the intersections of multiple social locations, categories, and identities. Importantly, the course also attends to the limits of queer theory, highlighting scholarship that offers critical epistemological and theoretical interventions into the queer studies canon (e.g., *Queer Theory/Black Queer Studies*). In addition, the course will bring queer theory into conversation with emergent social work scholarship that considers how queer perspectives are best applied to social work practice, research, and policies that are oriented towards social justice. By focusing on the bidirectional relationship between queer theory and social work, the course will explore how best to use queer theories to address social inequality at multiple levels. Central questions to be explored include: How does applying a queer lens both align with and challenge current models of social work? What promises does queer theory hold for enacting critical and liberatory models of social work? In short, we will grapple with how to “queer” social work, and the limits and possibilities of such a “queering.” This will be accomplished by taking up a more critical, anti-oppressive, and liberatory stance, one that might re-shape the ways we think about and engage the individuals and communities we work alongside to achieve social justice.

J. Hereth (<http://ssa.uchicago.edu/Jane-Hereth>), L. Keene (<http://ssa.uchicago.edu/Lance-Keene>)

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

Early and mid-adolescence is a critical stage in the life course. Urban adolescents face special risks and often have fewer supports and opportunities to guide them through this critical period. As the United States population becomes increasingly diverse, particularly in urban areas, families, communities, and schools may need to create new social institutions and relationships to meet the needs of this new population. This course focuses on three central questions. 1) How are the education and developmental trajectories of adolescents shaped by their experiences in their families, schools, and communities as well as the interrelationships among these domains? 2) What are the special needs or issues that arise for adolescents who are from immigrant families, who are cultural, racial, or ethnic minorities, or who are from educationally and economically disadvantaged households? And 3) how do we translate an understanding of the needs of adolescents and the conditions in families, communities, and schools that foster positive development into the design of policies and practice?

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

44932. Treatment of Individuals with Serious Mental Illness

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

C. Hahn (<http://www.ssa.uchicago.edu/christie-hahn>)

45032. Participatory Research: Exploration and Application of Action Research Models for Social Work Practice

This course will explore the history, rationale, and values of participatory action and community based research methods. The course aims to expand on students' basic research understanding (through SSA 30200 or comparable coursework) through the following topics: 1) the continuum of community involvement in participatory methods of research, 2) consideration of roles, power, and positionality of researchers and participants in the research process, and 3) action-oriented dissemination of research findings. A variety of models will be covered, including Participatory Action Research (PAR), Youth and Feminist Action Research (YPAR and FPAR), Community Based Participatory Research (CBPR), and Empowerment Evaluation (EE), with attention to both qualitative and quantitative data sources. Students will engage in assignments that utilize the classroom space as “community” and practice an intentional application of participatory principles.

S. Parikh (<http://ssa.uchicago.edu/Shipra-Parikh>)

45112. Contemporary Immigration Policy and Practice

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

J. Ramsey (<http://www.ssa.uchicago.edu/Jane-Ramsey>)

45312. Urban Social Movements

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

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

45400. Economics for Social Welfare (also SSAD 55400)

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

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

45522. Creating a Context for Unity and Reconciliation in Global Post-Conflict Settings

This class draws on the case study of post-genocide Rwanda to pursue questions about the role of the community, as well as the state and non-profit sectors in the process of creating a context for unity and reconciliation in global post-conflict settings. Students will engage in multiple modes of learning, including reading first-person narratives, governmental and non-governmental reports, and scholarly works, participating in discussion, watching videos and listening to oral testimonies. Students in this class will: become familiar with the United Nations Convention on the Prevention and Punishment of Genocide, unpack the complex web of history, oppression, and deprivation that led to the genocide, and develop a fine-grained understanding of the macro- and meso-level efforts to bring about unity and reconciliation after the genocide. Throughout we will ask what role the state, local government, NGOs, and local communities play in these processes and will problematize the goals of these initiatives. Although course content focuses deeply on the case study of Rwanda, students will work in groups to research other global contexts of reconciliation, drawing comparisons and contrasts to the Rwandan case. Together we will identify common themes that emerge from these various case studies, and explore the implications for understanding global projects of reconciliation.

J. Darrow (<http://ssa.uchicago.edu/Jessica-Darrow>)

45600. Policy Analysis: Methods and Applications

This master's-level course provides students with the basic tools of policy analysis. Students will learn and apply tools of decision analysis in written group assignments and in an accompanying computer lab. Students will also learn and apply concepts of cost-effectiveness, cost-benefit, and cost-utility analysis with social service, medical, and public health applications. Doctoral students and master's students who intend to take the course *Advanced Applications of Cost Effectiveness Analysis in Health* will complete two additional laboratory assignments. Topics to be covered include decision trees for structured policy analysis, the economic value of information, analysis of screening programs for HIV and child maltreatment, sensitivity analysis, cost-effectiveness analysis of life-saving interventions and programs to reduce behavioral risk, valuing quality of

life outcomes, ethical issues in cost-benefit analysis, and analysis of “irrational” risk behaviors. Substantive areas covered include HIV/substance use prevention, school-based prevention of sexual risk, smoking cessation, and housing policy. In the associated learning lab, students will use computer decision software to build and analyze decision trees in policy-relevant examples. They will conduct one-way and two-way sensitivity analysis to explore the impact of key parameters on cost-effectiveness of alternative policies. Students will receive an introduction to dynamic modeling in the context of HIV prevention, cancer screening, and transportation programs. **Prerequisite:** One prior course in microeconomics.

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

46312. *Race, Crime, and Justice in the City*

The size and growth of the U.S. jail and prison census, and its deleterious consequences for poor people of color living in urban, suburban and rural neighborhoods, have been well documented. This course examines how the targets of mass incarceration experience crime control policy, how those experiences shape their relationship with the state, and how they work to bring about change in the laws and policies that regulate their lives. The course is organized around three lines of inquiry; 1) What do our crime control strategies tell us about the nature of urban life and contemporary forms of urban citizenship? 2) What would it mean to live in a city that was socially and racially just? 3) What work has been done by the people directly affected by mass incarceration to bring such a city about?

R. Miller (<https://ssascholars.uchicago.edu/r-miller>)

46412. *The Evaluation of Social Welfare Programs and Policies*

This course will introduce students to a variety of approaches used to evaluate social service organizations, programs, and policies. The course will begin with an overview of the different roles evaluative research can play in informing policy and practice and the very real empirical and political barriers that limit the ultimate utility of rational decision making. Students will learn to frame evaluation questions and to match appropriate evaluation strategies to those of primary interest to key stakeholders, such as program managers, boards of directors, funders, and policy-makers. Issues of research design, measurement, human subjects’ protection, data interpretation, and presentation of findings will be discussed. Throughout the course, students will be encouraged to conduct critical analysis, including identifying the role values play in shaping the evaluation process and influencing key findings.

S. Baker (<http://ssa.uchicago.edu/stephen-baker>)

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

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

Staff

46712. *Organizational Theory and Analysis for Human Services*

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

N. Marwell (<https://ssascholars.uchicago.edu/n-marwell>), J. Mosley (<http://ssascholars.uchicago.edu/j-mosley>)

46800. *Political Processes in Policy Formulation and Implementation*

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

E. Brodtkin (<http://ssascholars.uchicago.edu/e-brodtkin>), W. Sites (<http://ssascholars.uchicago.edu/w-sites>)
 46922. *Structuring Refuge: U.S. Refugee Policy and Resettlement Practice*

In 2012 there were over 45.2 million people forcibly displaced from their homes around the world, the highest number since 1994. Over 15 million registered refugees were among those displaced, and of these just 89,000 were admitted to third countries for permanent resettlement. Worldwide the United States is by far the largest resettlement country; in 2012 the U.S. resettled 58,000 refugees. With so many vulnerable people in the world, and so few options for their safe resettlement, there is a risk that entry to the U.S. can be seen as an end in and of itself. What is more, refugees in the U.S. get a relative leg up over their immigrant counterparts; refugees are entitled to an array of federal, state, and local supports that other immigrants in the U.S. must do without. At the same time, refugees in the U.S. are arguably subject to greater scrutiny and systems of social control than any other domestic population. This course asks the central question, how does the system of refugee resettlement operate in the U.S., and with what implications for refugees? We will begin by detangling the web of international and domestic policies that relate to the refugees' political identity, and then focus in on the U.S. system of resettlement. We will analyze the structure of resettlement policy and explore its implications for social work practice with this population with special attention to issues such as employment, mental health, child and youth development, and aging. Finally we will identify various ways that social workers can support refugees as they navigate their entry to the United States.

J. Darrow (<http://ssa.uchicago.edu/Jessica-Darrow>)

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

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

This course is designed to engage participants in thinking about how transforming the traditional role and practices of school social workers can enable schools to enhance elementary-aged children's academic and social development. It is organized around three essential questions: 1) How do schools (through structures, pedagogy, practices) serve to facilitate, as well as hinder, the positive academic, social, and emotional development of elementary school-aged children? 2) How do socio-cultural factors affect the supports that teachers, administrators, staff, and students need in order to enable schools to better develop and support the developmental competencies of children? and 3) What will, skills, and knowledge are needed to transform the role of school social work in elementary school settings so that students are optimally supported in their academic and social development?

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

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

47300. *Strategic Management: External Factors*

This course will introduce students to the increasingly important impact that external market factors have on policy development and service delivery models in the field of social work and in healthcare 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 consultation practice. Guest speakers who have experience with strategic management and market driven social work and healthcare practices will share their expertise with the class.

J. Pyrcz (<http://ssa.uchicago.edu/janice-m-pyrcz>)

47452. *Smart Decarceration: A Grand Challenge for Social Work*

The United States has the highest rate of incarceration in the world, and inequities in the use of incarceration yield a high burden on people of color, people in poverty, and people with behavioral health conditions. Evidence indicates that mass incarceration has reached a tipping point, and that the U.S. is entering an era of decarceration. The grand challenge of this new era will be to move away from incarceration-based thinking and toward an array of proactive policy, practice, and research innovations that will not only substantially reduce the incarcerated population, but also ameliorate social disparities and maximize public safety and well-being. This course, which is connected to the "Promote Smart Decarceration" Grand Challenge for Social Work, will provide opportunities for students to: 1) explore the political, social, and empirical context for decarceration; 2) examine

emerging decarceration policies and practices; and 3) develop interventions at multiple levels to achieve smart decarceration outcomes.

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

47722. *Structural Social Work Practice and the Mexican Experience in Chicago*

The Mexican community in Chicago has been part of the social, cultural, political, and economic life of the city for over a century, and is expected to continue having exponential growth in the coming decades. Despite the longevity of their experience in Chicago, several social issues and inequities continue to significantly affect this population. Using the migration experience of the Mexican community in Chicago as a case study, students will examine the transnational, historical, political, and economic relationship between the U.S. and Mexico. With a theoretical grounding in globalization and Structural Social Work, local issues will be examined to understand the underlying dimensions that shape those issues for the Mexican population, both in Chicago and abroad. The course will focus on immigration policy, the criminal justice system, labor, health, mental health, education, community organizing, and community development while challenging students to critically understand the issues along with the sources of systemic oppression, in order to create opportunities for strategic impact in working towards social change with marginalized communities.

A. Carrillo (<http://ssa.uchicago.edu/Arturo-Carrillo>)

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

This course will explore how international human rights law and principles provide a foundation for repairing the harms done by collective human rights trauma. The course focuses on peace-building and human rights in an applied manner, endeavoring a comprehensive approach to peace-building through humanitarian effort, human rights, and participation built on social work perspectives. In addition, it will examine the role social workers have both internationally and locally from policy to practice. The psychological impact and treatment of torture and trauma will be evaluated, particularly as experienced by people marginalized by the larger (privileged) society because of their gender, race, and age. Various reparation and remedies used to recover from human rights trauma will be reviewed as will social work perspectives that can enhance such efforts. This course will apply an ecological perspective, examining how these efforts affect individuals and communities.

Y. Gonzalez (<https://ssascholars.uchicago.edu/y-gonzalez>)

47922. *Innovations in Data Use and the Development of Practice Communities to Drive Continuous Improvement*

Over the past decade, data and better data systems and use have become a central reform strategy in education, social services, and health. In a short period of time, many barriers to data access have been removed. The internet, software, and other technological advances have made getting, assembling, analyzing, and disseminating data cheap and easy. In education, data use has transformed educators' work environment and districts' approaches to reform. In a relatively short period of time, access to data has shifted from the problem of not having enough data to the problem of having too much. On the one hand there are many compelling examples of where professionals have used data to transform practice. On the other hand, there are many more examples where professionals struggle to make sense of the deluge of information and "data" that they face daily: incomprehensible Performance Management decks, data dashboards, and packaged test and survey reports all in three colors with beautiful graphs but little guidance, and school report cards filled with trends on 20 different indicators that don't seem to provide any insight beyond whether a school is red, yellow, or green. In this course, we will focus on three questions:

1. What makes data actionable? How do we create systems of data use that support ongoing improvement?
2. How do we build professionals' capacity to use data effectively to drive change and embed data use within innovative practices in change management and leadership?
3. How do we develop approaches to data use that are flexible and do not rely on a one size fits all? What problems can we and can't we solve with data use, and how do we develop frameworks that create flexible approaches?

This course will draw on examples in education, medicine, social services, and business about developing effective approaches to building the capacity of professionals to use data effectively to drive change. Just as importantly, the course will engage students in approaches to leadership, change management, and the creation of practice communities using networks that both promote data use and create new approaches to reform. The course will draw most heavily from examples in education and the success in Chicago on using data to drive substantial improvements in increasing high school graduation rates and college enrollment, particularly a model developed at SSA around high school reform, the Network for College Success. The class as a group will choose one project to work on that will bring together the pieces of the course.

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

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.

M. Borus (<http://ssa.uchicago.edu/Matt-Borus>)

48200. *Seminar: Political Economy of Urban Development*

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

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

48300. *Theories and Strategies of Community Change*

This course examines theories and strategies of organizing communities for the purpose of achieving social change. The course considers approaches, concepts, and definitions of community and the roles of community organizations and organizing efforts, especially those in diverse, low-income urban communities. A primary course objective is to explore how social problems and their community solutions are framed, the theoretical bases of these solutions, and the implementation strategies through which they play out in practice. Topics include resident participation, community-based planning and governance, community development, organizing in and among diverse communities, coalition building, and policy implications of different approaches to community action. The course includes both historic and current examples of community action practice in Chicago and nationally. Throughout, the course emphasizes political and economic events that shape, constrain, and enable community action and organization.

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

48422. *Difference and Inclusion*

This is a course on social difference and the work of the marginalized to bring about social, political, organizational, and institutional change. It offers a survey on the politics of difference, noting how various axes of difference, like race, gender, ethnicity, sexuality, class, ability, and region are imagined, and to what end those imaginings are deployed. It then turns to the work of marginalized activists, and advocates, asking how we might work in concert to amplify the voice of their constituents and promote greater inclusiveness.

R. Miller (<https://ssascholars.uchicago.edu/r-miller>)

48500. *Data for Policy Analysis and Management*

This course gives students hands-on experience in basic quantitative methods that are often used in needs assessment, policy analysis and planning, resource allocation, performance monitoring, and program evaluation. The class emphasizes four essential ingredients of using data effectively: 1) organizing data to answer specific questions; 2) conducting and interpreting appropriate analyses; 3) presenting results clearly and effectively to policy-makers and others; and 4) becoming critical consumers of data-based analyses and using data to inform practice. Students will learn techniques for descriptive, bivariate, and multivariate statistical analysis, and for tabling and graphing results, in the statistical program SPSS. **Prerequisites:** SSAD 30200 or faculty approval following research exam.

K. Clark (<http://ssa.uchicago.edu/Kallie-Clark>), M. Holsapple (<http://ssa.uchicago.edu/Matthew-Holsapple-0>), M. Roderick (<http://ssascholars.uchicago.edu/m-roderick>)

48800. *Child and Family Policy*

This course examines social issues and policy dilemmas generated by the changing institution of the family. A particular focus of the course is the ongoing evolution of social policy regarding the role of the state in managing relationships between children and their caregivers, particularly with respect to vulnerable and/or stigmatized populations (e.g., the poor, single-parent families, families of color, sexual minorities). The course will examine legislation and administrative regulation in one or more of the following areas: public assistance for low-

income families; child custody; child care; youth policy including juvenile corrections; child welfare services; and adoption. It will also provide a cross-national comparison of policies intended to promote child and family welfare.

R. Epstein (<http://ssa.uchicago.edu/richard-epstein>)

49032. *Health and Aging Policy*

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

W. Rosenberg (<http://ssa.uchicago.edu/walter-rosenberg>)

49332. *Dying, Death, and End-of-Life Care*

Death is a universal human experience relevant to all areas of social work practice. Through readings, films, discussions, and exercises, students will develop an understanding of the dying experience, as well as the attitudes toward and the approach to death and dying in America. The medical system's influence on end of life care and the rise of hospice and palliative care will be a focus of this course. The notion of a "good death" and the impact of ethnic, cultural, religious, and spiritual influences will be explored, as well as advance care planning and the overarching ethical and moral dilemmas that can arise. *While the topics of grief and bereavement are not explicitly covered*, time will be devoted to exploring loss across the life course, as well as the impact of violent and sudden deaths on victims and their families. In addition, students will have the opportunity to develop a self-awareness of their own values and beliefs toward dying and death, and explore strategies for self-care.

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

49412. *Non-profit Organizations and Advocacy for Social Change*

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

J. Mosley (<http://ssascholars.uchicago.edu/j-mosley>)

49600. *Financial Management for Non-profit Organizations*

This course will cover basics of financial accounting, budgeting, and planning with examples and applications for the general manager and non-financial professional. It is intended for persons with little or no formal finance and accounting training, and it will cover a variety of related economic and financial concepts to help prepare managers in social service and other non-profit organizations to better interpret and use financial information in decision making and planning. The first portion of the class will focus on the development of an organization's operating and capital budgets, the inherent financing and investing decisions therein, and the relationship between the budget process and overall organizational planning, daily operations, and financial management. The second portion of the class will focus on accounting principles and the creation and interpretation of financial statements. The development, analysis, and interpretation of organizational financial statements, including the balance sheet, income statement, and statement of cash flows, will be covered.

D. Hagman-Shannon (<http://ssa.uchicago.edu/deborah-hagman-shannon>)

49701. *Administrative Methods*

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

support both clinical practice and social administration students in their career-long exploration of the challenges of organizational management.

S. Lane (<http://ssa.uchicago.edu/shaun-lane>)

49900. *Individual Readings and Research*

Staff

60100. *Drugs: Culture and Context*

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

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

60200. *Spirituality and Social Work Practice*

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

S. McCracken (<http://ssascholars.uchicago.edu/s-mccracken>)

60312. *Inequality at Work*

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

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

60400. *Poverty, Inequality, and the Welfare State*

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

E. Brodtkin (<http://ssascholars.uchicago.edu/e-brodtkin>)

60612. *Systemic Family Interventions for Specific Populations*

By focusing on the application of the family systems perspective with specific treatment populations, this course explores the intersection of theory and clinical practice in social work. Working within family systems perspectives, it is imperative that clinicians recognize the unique structures, needs, and situational factors impacting the family system when considering which of the potential interventions would best serve those seeking support. In this way, social work clinicians meet the needs of their families without narrowing their

options to just one particular intervention. By considering specific treatment populations, this course will explore how different family therapy approaches will best serve the unique needs of these treatment groups. This exploration will emphasize both the students' clinical experiences and current evidence-based literature. The family situations discussed include adoptive families, families with children under five years of age, families with mental illness, families with substance abuse, and divorced families. For each of these treatment groups, the course will examine issues of differences, including, but not limited to, race, economic status, gender, sexual orientation, and age, in how they influence not only the presenting issues but also the selection and application of intervention.

P. Myers (<http://www.ssa.uchicago.edu/Pete-Myers>)

60722. *Mindfulness Based Clinical Work*

In recent years, Mindfulness has had a ubiquitous presence in the worlds of behavior change, health, and wellness. Originating from Buddhism, Mindfulness is often equated with relaxation practices, which is misleading and potentially harmful for beginning practitioners. "Mindfulness Based Clinical Work" is a course designed to introduce students to the concept and practice of Mindfulness (both what it is and what it isn't) and the evidence behind its use in clinical settings. Additionally, students will gain an understanding of how Mindfulness can be utilized in both group and individual therapy and, most importantly, how to establish a personal Mindfulness practice of their own.

Through taking this course, students will be able to:

- Identify what Mindfulness is and what it isn't
- Learn about the clinical applications of Mindfulness in both group and individual therapy settings
- Begin practicing Mindfulness in both their personal and professional lives

N. Turner (<http://ssa.uchicago.edu/Nicholas-Turner>)

60800. *Child and Adolescent Trauma*

This advanced seminar will offer students an opportunity to build on the framework studied in SSAD 41700 by learning how to heal traumatized children and adolescents. All types of traumatic experiences will be addressed, such as traumatic loss, violence, abuse, natural disasters, traumatic injuries, or accidents. The neurology of trauma with children, current research on how trauma affects children, and a variety of treatment techniques and modalities will be presented. Knowledge will be enriched by a significant emphasis on developing clinical skills. Essential elements of the processes of evaluating and treating traumatized children and adolescents will be taught. The class format involves group discussions, readings, videotapes, and creative application of the course concepts through live demonstrations and student role plays.

J. Parks (<http://ssa.uchicago.edu/June-Parks>)

61100. *Seminar in Violence Prevention*

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

K. Bocanegra (<http://ssa.uchicago.edu/Kathryn-Bocanegra>)

61212. *Perspectives on Aging*

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 that shape the evolution of both the perception and experience of aging. The course will consider the aging process from a variety of perspectives: physiological, sociocultural, and phenomenological. We will draw on multiple disciplines to present the diversity of the aging experience and to explore the manifold ways in which the dynamic interaction between the older person's 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.

C. Cook

61400. *The Social Meaning of Race*

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

J. Thompson (<http://ssa.uchicago.edu/Julian-Thompson>)

61812. *Cognitive Behavioral Therapy with Vulnerable Populations*

This course integrates the theoretical perspectives of cognitive behavioral therapy and trauma theory through examination of specific factors to consider when providing cognitive behavioral therapy to vulnerable clients. Emphasis will be placed on: 1) groups impacted by intergenerational abuse and neglect, 2) cultural influences, 3) community violence, and 4) implications of military/war/PTSD, complex trauma, and other micro and macro. Veterans, LGBTQIA, elderly, and specific minority sub-groups are examined throughout this course. The impact of culture, religion, gender, and family influences on thoughts, feelings, and behaviors will be an essential focus.

J. Sykes (<http://ssa.uchicago.edu/john-sykes>)

61912. *Policing, Citizenship, and Inequality in Comparative Perspective*

Police provide an essential service for citizens – security and protection – without which the exercise of all other rights becomes heavily constrained. Police institutions are also the primary entity of the state with which most citizens come into direct contact. In practice, however, governments throughout the Americas (and beyond) have long struggled to organize police institutions such that they address societal demands for security, and that the deployment of coercion against citizens is applied equitably and constrained by law and external accountability. From São Paulo and Johannesburg to Chicago, police forces engage in widespread extrajudicial killings and torture that largely target marginalized sectors of society, including Afro-descendants, the poor, and those living in the urban periphery. At the same time, these groups are also underserved by their police, leaving them vulnerable to high rates of criminal violence. Through comparative analysis of police institutions in Latin America, the United States, and other regions, this course probes the ways in which police institutions shape the lived experiences of individuals and how police may help reproduce existing social inequalities.

Y. Gonzalez (<http://ssascholars.uchicago.edu/y-gonzalez/biocv>)

62022. *Trans*forming Social Work*

When we center the experiences of those most marginalized and affected (e.g., queer, trans*, POC) by social services, we are able to identify the holes, cracks, and potential remedies of individual and systemic oppression. In this course, we will center trans* people to explore our gendered society and the impacts of this structure on the lives of transgender, gender nonconforming, and gender queer people, and other gender transgressors. We will also identify and explain how gendered cultural norms influence all genders in and beyond social work. Through an intersectional exploration, identification, and explanation, we will move the conversation beyond deficit and medical models to imagine and work towards social work practice that includes, considers, and saves lives.

S. Simmons (<http://ssa.uchicago.edu/s-simmons>)

62122. *Play Therapy*

This course provides an overview of the essential elements and principles of play therapy, including its history, theoretical foundations, techniques, and skills. The course is designed using a "level of directness" continuum, beginning with the study of non-directive play and moving across the continuum to include the use of direct skill-building play interventions with children. An experiential component will focus on basic play therapy skill development within the context of ethical and diversity-sensitive practice.

A. Trettin (<http://ssa.uchicago.edu/Ann-Trettin>)

62322. *Knowledge and Skills for Effective Group Work Practice*

This course will first examine the knowledge base underlying effective practice with different types of social work groups. As these theoretical foundations are reviewed, the practical application of this knowledge will be demonstrated and integrated through small group experiences, class discussion, observation of films, role play, journaling, and other selected course assignments. Becoming aware of self, as well as group process, will be emphasized. Students should expect a strong experiential component, with a combination of challenge and support, in the instructor's approach to education for group work practice.

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

62400. *Community Ethnography*

Broadly defined, community ethnography is research that requires the researchers' active participation in, as well as systematic observation of, a community. However, what constitutes a community—and what qualifies

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

In this course, we will give considerable attention to the idea of community as a field of social practice. That is, we will learn how one studies community as situated, collective action, which must be reproduced for some sense of *communitas* to survive. Accordingly, ethnographic and ethnohistorical methods of social research will be highlighted. Students will learn about the philosophy behind these modes of inquiry and acquire some of the concrete skills necessary to conduct this kind of work. As social workers and social work researchers, we will explicitly consider how community ethnography can aid in our various practice and policy endeavors. We will also discuss models of community research that are designed to allow university-based and community-based constituencies to share expertise, skills, and resources.

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

62600. *Philanthropy, Public Policy, and Community Change*

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

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

62812. *Examining Historical Trauma: Intergenerational Responses to the Holocaust*

This course will explore the intergenerational impact of historical trauma through interactive lectures, discussions, readings, and screenings, using the Holocaust as an in-depth case study. Seventy-two years later, the weight of remembering this traumatic event continues to reverberate. Traversing the landscapes of the U.S., Europe, and Australia, this course will provide a forum for contemplating the effects of the Holocaust on different generations within both Jewish and non-Jewish communities. Areas of discussion include child survivors of the Holocaust; literature produced by the Second Generation; Third Generation responses to Holocaust video-testimony; intergenerational remembrance in Poland; reconciliation between Jews and Germans; and a study of sites of trauma, Holocaust, museums and memorials. Examining the different ways that survivors and descendants have chosen to work through and commemorate this traumatic history will enable students to attain a detailed understanding of the aftermath of the Holocaust, and will provide a platform to explore the impact of historical trauma on other populations.

A. Klein

62912. *Global Development and Social Welfare*

The persistence of disparities in social development across countries is one of the major problems societies struggle to understand and address. This course will critically examine the major theories of global development along with contemporary debates relating to international social welfare. Students will assess how political, economic, historical, and environmental factors influence different nations’ development trajectories, and compare how alternative models of service delivery and social intervention serve or fail to serve their intended populations. The geographic focus of the course will be Latin America and Africa, though case studies may also be drawn from other regions of the world. The course will be useful both for students who have had previous international experience and who are interested in international social work and/or development practice.

A. Zarychta (<https://ssascholars.uchicago.edu/a-zarychta>)

63200. *Crime Prevention*

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

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

63300. *International Perspectives on Social Policy and Social Work Practice*

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

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

63412. *Cultural Studies in Education*

Using cultural studies as the point of departure, this course explores the intersection of culture, power, and language (both oral and written) within schools and school systems. In accordance with the tenets of cultural studies, the course is guided by the presumption that culture (as it is realized through the functioning of schools and their agents and the experiences, knowledge, expressions, dispositions, and meaning-making of people of color, women, and low-income or working class individuals) is critical for understanding and intervening in the reproduction of social and economic inequality. In order to understand the reproduction of inequality we will examine theories and empirical investigations that explore how structures of domination and subordination are reproduced and social difference and inequality are reinscribed through the cultural practices that are reflected in schools. We will also analyze the extent to which the cultural practices and experiences of marginalized individuals simultaneously contribute to the process of reproduction and also affirm the emancipatory possibilities of resistance. The course begins with an introduction to the history, development, and basic tenets of cultural studies. Throughout our work together, we will examine how social class, race/ethnicity, and gender are represented in literacy, language, and cultural theories and research that examine reproduction and resistance. We conclude with a more in-depth examination of the active role schools and other learning settings (might) play in the processes of reproduction, agency, and resistance. The potential for social transformation will be taken up throughout the course in class discussion.

S. Robinson (<https://ssascholars.uchicago.edu/s-robinson>)

63700. *Acceptance and Commitment Therapy*

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

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

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

63800. *Program Evaluation in International Settings*

Increasing demand for transparency and accountability in the field of international development has heightened the need for evaluation of effectiveness and impact of programs. This course will examine principles, methods, and practices of evaluating social programs and services in international settings. This course focuses on types of evaluation, evaluation design and theory, measurement, sampling, data collection, ethics and politics

in evaluation, data analysis, and utilization of findings. The course emphasizes involving agency and client constituencies in the development, implementation, and dissemination of evaluation efforts.

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

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

64400. *Spanish Language and Culture for Social Workers*

This advanced language course helps students better understand and communicate with their Hispanic clients by providing instruction about connections between Spanish language and Hispanic culture. We will examine how institutions—family, religion, government—along with differences in class and region inform communication in the Hispanic community. We will explore communicative strategies that teach students how to adapt phonetics, formality, and diction for specific rhetorical situations. We will practice these strategies and reinforce cultural instruction in experiential learning activities that put students in direct contact with native speakers. **Prerequisites:** One year of college-level Spanish, or successful completion of proficiency exam. In addition, during Winter quarter, interested students will complete a 20-minute assessment interview with the instructor, which may also include a brief written component to determine level of fluency. Consent of the instructor will be required for course registration.

V. Moraga (<https://ssa.uchicago.edu/veronica-moraga>)

64600. *Quality Monitoring and Improvement for the Social Services*

This course has three primary foci: 1) How to help social service agencies monitor their programs for quality, 2) How to help social service agencies improve services when quality problems are recognized, and 3) How to develop organizational cultures that support the delivery of quality social services. The course helps prepare clinicians for participating in quality monitoring and improvement in social service agencies. It helps social administration students prepare for the role of a quality manager (Director of Quality, Quality Improvement, etc). The course primarily draws from the quality sciences and applies this work to the social service context, often using the student's field placement as the context for learning.

Y. Green-Rogers

64700. *Organizing Coalitions for Change: Growing Power and Social Movements*

Coalitions are building blocks of social movements, often bringing people together across race, class, faith, and ethnicity to build the power required to make social change. Coalitions address local, state, national, and international policies, as well as public and private sector matters. They are employed successfully, or not, from the far left to the far right. They vary widely, engaging people from very grassroots and local communities to civic, faith, labor, business, and political leadership. At times spontaneously precipitated and at times methodically built, effective coalitions can change the fundamental relationships in our society, change society, and challenge what we know or think we know.

This course will examine the conceptual models of diverse coalitions formed to impact social, legal, and political structures. We will explore the strengths and limitations of coalitions, and their impact upon low-income and oppressed communities. We will study recent examples to stop public housing displacement, end police misconduct, halt deportations, and seek fair tax reform. We will explore the role of coalitions in changing political machines. We will also investigate the use and impact of coalitions in building relations between racial, religious, and ethnic groups. Students' capacity to engage in and evaluate coalitions will develop as we consider their short- and long-range visions, goals, strategies, and tactics, including the different methods employed to organize, lead, and manage coalitions. We will meet with an array of coalition leaders and organizers and provide students with first-hand opportunities to observe coalitions and participate as desired and appropriate. As part of class exercises, students will "create" coalitions to address an identified need for social change.

J. Ramsey (<http://www.ssa.uchicago.edu/jane-ramsey>)

64912. *Practicing with Integrity in Trauma-Informed Care*

Integrity forms the backbone of a strong clinical practice. It requires honesty, compassion, and consistency, and it provides a foundation for building safety and trust in any relationship. Conversely, trauma can disrupt our sense of safety and our trust in others. It can cause us to question the stability of our homes, our communities, and the world. Therefore, it is essential for clinicians to develop an integrity practice in order to help clients begin to mitigate the impact of trauma. In this seminar-style course, we will discover the ways in which the therapeutic relationship can provide a platform for healing. We will draw on the work of clinicians who utilize aspects of relational theory (such as Irvin Yalom and Jean Baker Miller) alongside clinicians who specialize in trauma-informed practice (such as Judith Herman and Bessel Van Der Kolk). Through the use of experiential journaling,

group process, and a final project, we will come together in order to find the intersection of clinical integrity and trauma-informed practice.

L. Feldman (<http://ssa.uchicago.edu/lauren-feldman>)

65012. *Leading Teams in the Social Services Sector*

Most social service administrators and clinicians are asked to lead teams during their careers. To succeed as a team leader (or as an active team contributor), you need to understand how teams work and develop over time. You also need to practice skills needed to help a team advance toward achieving its primary goals. This course examines the fundamentals of team dynamics and team development with a special emphasis on what differentiates teams in the social services sector from corporate teams. Topics include team leadership behavior, diversity in team membership, the role of conflict, communication, collaboration, establishing team mission goals, milestones, and urgency, and building accountability and commitment.

A. Aronoff (<http://ssa.uchicago.edu/arnie-aronoff>)

65212. *Current Topics in Long-Term Care and Aging: Systems of Care for Older Adults*

In this course we will examine systems of care along the aging continuum, how these systems are influenced by our current political climate, and the potential for future expansion along with demographic need. We will pay special attention to issues around long-term care for those with dementia related illnesses and other chronic conditions. Implications for clinical practice will be emphasized.

L. Starmann (<http://ssa.uchicago.edu/louise-starmann>)

65500. *Harm Reduction at the Intersection of Policy, Program, and Clinical Practice*

This course will provide an overview of the theories, clinical approaches, and reality based intervention strategies of U.S. based Harm Reduction theory. Beginning as a political response to the AIDS epidemic, this set of practices can be as controversial as Syringe Exchange and as mundane as seat belts in cars. This course will explore the lived experiences of the most marginalized clients and offer students an opportunity to think through the necessary partnership of multi-threshold (macro) program design and clinical responses (micro) to supporting our most vulnerable community.

S. Hassan (<http://ssa.uchicago.edu/shira-hassan>)

65712. *Immigration, Law, and Society*

Law is everywhere within the social world. It shapes our everyday lives in countless ways by permitting, prohibiting, protecting, and prosecuting citizens and non-citizens alike. This course reviews social science perspectives on law and legal institutions, with a major emphasis on immigration. Throughout, we focus on a central question within the scholarship of law and society: when and how does law matter? We explore the meaning and complexity of law, the relation between law and social change, and the social impact of law. This course centers on the connections and relationships of law and society in the American context, with significant attention to international perspectives. Students will develop analytical skills to enable informed and critical examination of law broadly construed, and will identify various ways that social workers and law intersect.

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

65800. *Adoption, Fosterage, Culture, and Context*

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

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

65912. *Older Adults—Activism and Human Rights*

The world is aging. Most developed countries around the globe are experiencing a dramatic demographic change due to both the decline in birth-rates and a significant increase in life expectancy. Within this broad social transformation, this course will try to understand whether there is a need for a unique human rights approach for older persons and, within this context, what is the meaning of "activism" in old age. The analysis will use real examples from both the U.S. and Israel, while using a comparative socio-legal approach.

I. Doron (<http://ssa.uchicago.edu/current-visiting-faculty>)

69022. *Law, Social Work, and the Legal Regulation of the Social Work Profession*

In recent years, there has been a general shift towards integration and growing cooperation between lawyers and social workers, both professionally and ideologically. However, there are still tensions and gaps between the ways legal and social work professionals view their inter-relationships. This course will examine the different intersections between law and social work, and the ways the law attempts to regulate the social work profession. The analysis will use both American and Israeli legal examples and will try to compare the different approaches to the legal regulation of social work in both countries.

I. Doron (<http://ssa.uchicago.edu/current-visiting-faculty>)

DOCTORAL LEVEL COURSES

50300. *Social Treatment Doctoral Practicum*

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

Staff

52700. *Social Psychological Foundations of Individual Change*

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

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

53500. *Dissertation Proposal Seminar*

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

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

54300. *Qualitative Research Methods*

This seminar is designed for doctoral students interested in using qualitative methods for social work research. The seminar introduces students to the literature that provides the epistemological and conceptual underpinnings for qualitative inquiry. The course begins with a focus on these theoretical foundations as they relate to the employment of qualitative approaches and the researcher’s role. From there, through a series of course activities, facilitated discussion, and guest lectures, seminar students are familiarized with the processes of collecting, analyzing, and presenting data from the most common methods of qualitative inquiry. This exposure to methodological processes is intended to aid in early conceptualization of qualitative research proposals and to support students in enhancing self-reflective and critical thinking capacity as they consider qualitative or mixed methods research. The course is not designed to train students to proficiency in any specific qualitative methodology.

B. Jacob (<http://ssa.uchicago.edu/Beth-Anne-Jacob>)

54400. *Informal Helping Systems in Low-Income Communities*

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

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

54900. *Research Methods for Social Work*

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

A. Zarychta (<https://ssascholars.uchicago.edu/a-zarychta>)

55200. *The Profession of Social Work*

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

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

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

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

55900. *Analyzing Human Service Organizations*

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

J. Mosley (<http://ssascholars.uchicago.edu/j-mosley>)

56300. *Applied Qualitative Research Seminar*

This qualitative research seminar is designed to support the productivity and promote the development of advanced doctoral students who have chosen a qualitative research design as part of the dissertation. This applied seminar creates a structured and rigorous context for students to learn with instructor guidance, and experience all stages of the interpretive research process through designing, executing, evaluating, and presenting their own interpretive research. It is an expectation of this seminar that all students make substantial and ongoing contributions to the group learning process through providing peer feedback, group coding, group analysis, constructing/critiquing conceptual models and theoretical frameworks, and learning how to critically evaluate and enhance the methodological rigor in the projects of those involved in the seminar. It is designed to be a dynamic environment for moving forward with one's work at all stages of the dissertation process; group needs and the instructor's assessment of student's individual progress will drive the content of each meeting. **Prerequisites:** A qualitative research course through SSA or approved equivalent. Students must have passed their qualifying examinations, selected a research topic, and be actively constructing their dissertation proposals. Permission of the instructor is required, and enrollment is limited to maximize student learning in the structure of a seminar.

S. Robinson (<https://ssascholars.uchicago.edu/s-robinson>)

56601. *Theory in Research*

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

on three different paradigmatic approaches to a single social problem to more fully illustrate the contrasts and potential complementarities between the paradigms. Finally, we focus on how these paradigms address the theoretical challenges posed by two common modes of investigation: the case study and the comparative study. Neither a survey of social-scientific theories nor an introduction to research methods, this course examines multidisciplinary approaches to bringing theory to bear on the process of research. Readings will combine selections from the philosophy of social science, examples of scholarship that embody divergent strategies of investigation, and excerpts from the small body of useful work on "social inquiry" that reflects on the connections between the two.

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

56801. Doctoral Workshop on Theory in Social Work Research

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

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

56900. Managing the Wretched and Unruly Poor

This course interrogates the strategies employed by the state and state-sanctioned actors, like the police, courts, teachers, psychiatrists, psychologists, and social workers, to manage the raced, criminalized, foreign born, and generally "unruly poor" in the United States; and, subsequently, how the "unruly" resist those strategies. The sweep of the course is broad and interdisciplinary, covering select readings on plantation life, domestic labor, chain gangs, sanitariums, ghettos, workhouses, schools, prisons, and welfare offices. It asks, how have unruly populations been conceived of and managed across institutional settings? How have those conceptions and practices evolved? What do they tell us about ourselves? How have the unruly mobilized to resist those strategies?

R. Miller (<https://ssascholars.uchicago.edu/r-miller>)

59900. Individual Readings and Research

Staff



FACULTY PUBLICATIONS

BORDEN, WILLIAM

SSA Scholar Page (<http://ssascholars.uchicago.edu/w-borden>)

Senior Lecturer. B.A., Indiana; A.M., Ph.D., Chicago. Fields of Special Interest: contemporary psychodynamic theory, research, and practice; comparative psychotherapy; integrative approaches to psychosocial intervention; neuroscience; developmental psychology; narrative psychology; psychology of religion; clinical social work practice; role of humanities in social work education.

Selected publications:

- Borden, William. 2016. *Neuroscience, Psychotherapy, and Clinical Pragmatism*. New York and London: Routledge.
- Borden, William. 2015. "Contemporary object relations psychology: Theory, research, and practice." In *Social Workers' Desk Reference*, Laura Hopson, ed. New York: Oxford University Press.
- Borden, William. 2015. "Theoretical pluralism and integrative perspectives in social work practice." In *Social Workers' Desk Reference*, Kevin Corcoran and Albert Roberts, eds. New York: Oxford University Press.
- Borden, William. 2014. "Theory and the reflective practitioner." In *Multi-Theoretical Social Work: Translating Theories for Social Work Practice*, forward by James Forte. New York and London: Routledge.
- Borden, William. 2013. "Case report of child with visual hallucination." In *Hallucinations*, Oliver Sacks, ed. New York: Knopf.
- Borden, William. 2013. "Experiments in adapting to need: Pragmatism as orienting perspective in clinical social work." Special Issue on North American Social Work, *Journal of Social Work Practice: Psychotherapeutic Approaches in Health, Welfare, and Community* 27(3): 259-71.
- Borden, William, and James J. Clark. 2012. "Psychodynamic theory, research, and practice: Implications for evidence-based intervention." In *From Task-Centered Social Work to Evidence-Based and Integrative Practice: Reflections on History and Implementation*, T. Rzepnicki, S. McCracken, and H. Briggs, eds. New York: Oxford University Press.

BOURIS, ALIDA

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

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

Selected publications:

- Schneider, John, and Alida Bouris. In press. "Emerging and innovative biomedical, behavioral and structural prevention strategies for HIV positive gay men." In *Understanding Prevention for HIV Positive Gay Men: Innovative Approaches in Addressing the AIDS Epidemic*, Leo Wilton, ed. New York: Springer Publishing.
- Young, Lindsay, Phil Schumm, Leigh Alon, Alida Bouris, Matthew Ferreira, Brandon Hill, Aditya Khanna, T. Valente, and John Schneider. In press. "PrEP Chicago: A randomized controlled crossover peer change agent intervention to promote the adoption of Pre-Exposure Prophylaxis for HIV prevention among young Black men who have sex with men." *Clinical Trials*.
- Bouris, Alida, and Brandon J. Hill. 2017. "Out on campus: Meeting the mental health needs of sexual and gender minority college students." *Journal of Adolescent Health*.
- Bouris, Alida, and Brandon J. Hill. 2017. "Exploring the mother-adolescent relationship as a promotive resource for sexual and gender minority youth." *Journal of Social Issues* 73(3): 619-637.
- Hill, Brandon J., Richard Crosby, Alida Bouris, Rayna Brown, Trevor Bak, Kris Rosentel, Alicia VandeVusse, Michael Silverman, and Laura Salazar. 2017. "Exploring transgender legal name change as a potential structural intervention for mitigating social determinants of health among transgender women of color." *Sexuality Research and Social Policy*. DOI 10.1007/s13178-017-0289-6
- Hill, Brandon J., Kris Rosentel, Trevor Bak, Luciana E. Hebert, and Alida Bouris. 2017. "Race and HIV risk: Exploring race and HIV risk perceptions among young men who have sex with men." *Journal of Adolescent Health* 2(60): S9-S10.
- Gilliam, Melissa, Patrick Jagoda, Camille Fabiyi, Phoebe Lyman, Claire Wilson, Brandon J. Hill, and Alida Bouris. 2017. "Alternate reality games as an informal learning tool for generating STEM engagement among underrepresented youth: A qualitative evaluation of The Source." *Journal of Science Education and Technology* 1-14.
- Elsaesser, Caitlin, Ryan Heath, Jong-Bae Kim, and Alida Bouris. 2016. "The long-term influence of social support on academic engagement among Latino adolescents: Analysis of between-person and within-person effects among Mexican and other Latino youth." *Youth & Society* 1-22.
- Quinn, Katherine, Dexter R. Voisin, Alida Bouris, Kate Jaffe, Lisa Kuhns, Rebecca Eavou, and John Schneider. 2016. "Multiple dimensions of stigma and health related factors among young Black men who have sex with men." *AIDS and Behavior* 21(1): 207-216. doi:10.1007/s10461-016-1439-1.
- Gilliam, Melissa, Alida Bouris, Brandon J. Hill, and Patrick Jagoda. 2016. "The Source: An alternate reality game to spark STEM interest and learning among underrepresented youth." *Journal of STEM Education* 17(2): 14-20.
- Kuhns, Lisa M., Anna Hotton, Rob Garofalo, Abigail L. Muldoon, Kaitlyn Jaffe, Alida Bouris, Dexter Voisin, and John A. Schneider. 2016. "An index of multiple psychosocial, syndemic conditions is associated with antiretroviral medication adherence among HIV-positive youth." *AIDS Patient Care and STDs* 30(4): 185-192.
- Quinn, Katherine, Dexter R. Voisin, Alida Bouris, and John A. Schneider. 2016. "Psychological distress, drug use, sexual risks and medication adherence among young HIV-positive Black men who have sex with men: Exposure to community violence matters." *AIDS Care* 28(7): 866-872.
- Duffy, Sophia, Tasha M. Brown, Kathryn E. Grant, Tiamo Katsonga-Phiri, Alida Bouris, and Kate Keenan. 2016. "Development of an empirically based preventive intervention for depression in preadolescent African American girls." *Prevention Science* 17(4): 503-512.
- Bouris, Alida, Bethany Everett, Ryan Heath, Caitlin Elsaesser, and Torsten B. Neilands. 2016. "Effects of victimization and violence on suicidal ideation and behaviors among sexual minority and heterosexual adolescents." *LGBT Health* 3(2): 153-161.
- Hill, Brandon J., Alida Bouris, Joshua Barnett, and Dayna Walker. 2016. "Fit to serve?: Exploring mental and physical health and well-being among transgender active duty service members and veterans in the U.S. military." *Transgender Health* 1(1): 4-11.
- Bouris, Alida, Jenny Mancino, Patrick Jagoda, Brandon J. Hill, and Melissa Gilliam. 2015. "Reinvigorating adolescent sexuality education through alternate reality games: The case of The Source." *Sex Education* 16(4): 353-367. doi:10.1080/14681811.2015.1101373.
- Bouris, Alida, Brandon J. Hill, Kimberly Fisher, Greg Erickson, and John A. Schneider. 2015. "Mother-son communication about sex and routine HIV-testing among younger men of color who have sex with men." *Journal of Adolescent Health* 57(5): 515-522.

- Schneider, John, Alida Bouris, and Dawn K. Smith. 2015. "Race and the public health impact potential of PrEP in the United States." *Journal of Acquired Immune Deficiency Syndromes* 70(1): e30-e32.
- McFadden, Rachel B., Alida M. Bouris, Dexter R. Voisin, Nancy R. Glick, and John Schneider. 2014. "Dynamic social support networks of younger Black men who have sex with men with new HIV infection." *AIDS Care* 26(10): 1275-82.
- Bouris, Alida, Dexter Voisin, Molly Pilloton, Natasha Flatt, Rebecca Eavou, Kisha Hampton, Lisa Kuhns, Milton Eder, and John Schneider. 2013. "Project nGage: Network supported HIV care engagement for younger black men who have sex with men and transgender persons." *Journal of AIDS & Clinical Research* 4(9): 236.
- Bouris, Alida, and Vincent Guilamo-Ramos. 2012. "Writing strategies for school-based social workers." In *The Columbia Guide to Social Work Writing*, Barbara Simon and Warren Green, eds. New York: Columbia University Press.
- Bouris, Alida, Vincent Guilamo-Ramos, Kevin Cherry, Patricia Dittus, Shannon Michael, and Kari Gloppen. 2012. "Preventing rapid repeat births among Latina adolescents: The role of parents." *American Journal of Public Health* 102(10): 1842-47.
- Guilamo-Ramos, Vincent, Alida Bouris, Jane Lee, Katharine McCarthy, Shannon L. Michael, Seraphine Pitt-Barnes, and Patricia Dittus. 2012. "Paternal influences on adolescent sexual risk behaviors: A structured literature review." *Pediatrics* 130(5): 1313-25.
- Schneider, John, Stuart Michaels, and Alida Bouris. 2012. "Family network proportion and HIV risk among black men who have sex with men." *Journal of Acquired Immune Deficiency Syndromes* 61(5): 627-35.
- Bouris, Alida, Vincent Guilamo-Ramos, James Jaccard, Michelle Ballan, Catherine A. Lesesne, and Bernardo Gonzalez. 2012. "Early adolescent romantic relationships and maternal approval among inner city Latino families." *AIDS and Behavior* 16(6): 1570-83.

BRODKIN, EVELYN Z.

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

Associate Professor. M.P.A., Northeastern; Ph.D., MIT. Fields of Special Interest: public policy; politics of the welfare state; public management; social politics; policy delivery and implementation; asylum and refugee policy.

Selected publications:

- Brodtkin, Evelyn Z. 2017. "The Ethnographic Turn in Political Science: Reflections on the State of the Art." *PS: Political Science and Politics* 50(1): 131-134.
- Brodtkin, Evelyn Z. 2017. "Street-Level Organizations and U.S. Workfare: Insights for Policy and Theory." In *The Front-line Delivery of Welfare-to-Work Policy in Europe*, R. Van Berkel, D. Caswell, F. Larsen, and P. Kupka, eds. Routledge.
- Brodtkin, Evelyn Z. 2016. "Street-Level Organizations." In *American Governance*, S. L. Schechter, ed. Macmillan.
- Brodtkin, Evelyn Z. 2016. "Street-Level Organizations, Inequality, and the Future of Human Services." *Human Services Organizations: Management, Leadership & Governance* 40(5): 444-450.
- Brodtkin, Evelyn Z., and F. Larsen. 2016. "Workfare, Activation, and the Shifting Boundaries of the Welfare State." In *Poverty in America: Urban and Rural Inequality in the 21st Century*, M. Skidmore, ed. New Hampshire: Westphalia Press.
- Brodtkin, Evelyn Z. 2015. "The Inside Story: Street-Level Research in the U.S. and Beyond." In *Understanding Street-Level Bureaucracy*, M. Hill, P. Hupe, and A. Buffat, eds. Policy Press.
- Brodtkin, Evelyn Z. 2015. "Street-Level Organizations and the 'Real World' of Workfare: Lessons from the U.S." *Social Work & Society* 13(2).
- Brodtkin, Evelyn Z., and Flemming Larsen. 2013. "Changing Boundaries: The Policies of Workfare in the U.S. and Europe." *Poverty and Public Policy* 5(1): 37-47.
- Brodtkin, Evelyn Z. 2013. "Commodification, inclusion, or what? Workfare in everyday organizational life." In *Work and the Welfare State: Street-Level Organizations and Workfare Politics*, Evelyn Z. Brodtkin and Gregory Marston, eds. Washington DC: Georgetown University Press.
- Brodtkin, Evelyn Z. 2013. "Street-level organizations and the welfare state." In *Work and the Welfare State: Street-Level Organizations and Workfare Politics*, Evelyn Z. Brodtkin and Gregory Marston, eds. Washington DC: Georgetown University Press.
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- Brodtkin, Evelyn Z. 2013. "Work and the welfare state reconsidered: Street-level organizations and the global workfare project." In *Work and the Welfare State: Street-Level Organizations and Workfare Politics*, Evelyn Z. Brodtkin and Gregory Marston, eds. Washington DC: Georgetown University Press.
- Brodtkin, Evelyn Z. 2013. "Workfare." In *Oxford Bibliographies Online in Social Work*, Edward Mullen, ed. New York: Oxford University Press.

- Brodtkin, Evelyn Z., and Flemming Larsen. 2013. "Changing boundaries: The policies of workfare in the U.S. and Europe." *Poverty and Public Policy* 5(1): 37-47.
- Brodtkin, Evelyn Z., and Flemming Larsen. 2013. "The Policies of workfare: At the boundaries between work and the welfare state." In *Work and the Welfare State: Street-Level Organizations and Workfare Politics*, Evelyn Z. Brodtkin and Gregory Marston, eds. Washington DC: Georgetown University Press.
- Brodtkin, Evelyn Z., and Gregory Marston, eds. 2013. *Work and the Welfare State: Street-level Organizations and Workfare Politics*. Washington DC: Georgetown University Press.
- Brodtkin, Evelyn Z. 2012. "Les agents de terrain: Entre politique et action publique (Street-level organizations: Between politics and public action)." *Sociologies Pratiques* 1(24): 10-18.
- Brodtkin, Evelyn Z. 2012. "Reflections on the Street-Level Bureaucracy: Past, Present, and Future." *Public Administration Review*.

CARR, E. SUMMERSON

SSA Scholar Page (<http://ssascholars.uchicago.edu/e-carr>)

Associate Professor. B.S., M.A., M.S.W., Ph.D., Michigan. Fields of Special Interest: the anthropology of social work; therapeutic language and metalanguage; cultural and social theory; drug use and treatment; ethnographic methods; gender and sexuality; personhood; semiotics and sociolinguistics.

Selected publications:

- Carr, E. Summerson. 2016. "Flipping the Script: Reimagining the Social Service Encounter." In *Reimagining the Relationship between Professionals and Service Users*, T. A. Andreassen, J. F. Gubrium, and P. K. Solvang, eds. New York: Columbia University Press.
- Carr, E. Summerson and Brooke A. Fisher. 2016. "Interscaling Awe, De-escalating Disaster." In *Scale: Discourse and dimensions of social life*, E. S. Carr and M. Lempert, eds. Berkeley: University of California Press.
- Carr, E. Summerson and Michael Lempert. 2016. "Pragmatics of Scale." In *Scale: Discourse and Dimensions of Social Life*, E.S. Carr and M. Lempert, eds. Berkeley: University of California Press.
- Carr, E. Summerson and Michael Lempert, eds. 2016. *Scale: Discourse and dimensions of social life*. Berkeley: University of California Press.
- Carr, E. Summerson. 2015. "Occupation Bedbug, or, The Urgency and Agency of Professional Pragmatism." *Cultural Anthropology* 30(2): 257-285.
- Carr, E. Summerson, and Yvonne Smith. 2014. "The poetics of therapeutic practice: Motivational interviewing and the powers of pause." *Culture, Medicine, and Psychiatry* 38(1): 83-114.
- Carr, E. Summerson. 2013. "Signs of sobriety: Rescripting American addiction counseling." In *Addiction Trajectories*, Eugene Raikhel, and William Garriott, eds. Durham, NC: Duke University Press.
- Carr, E. Summerson. 2013. "Signs of the times": Confession and the semiotic production of inner truth. *Journal of the Royal Anthropological Institute* 19(1): 34-51.

CHASKIN, ROBERT J.

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

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

Selected publications:

- Visser, Kirsten, Florian Sichling, and Robert J. Chaskin. 2017. "Hot times, hot places. Youth's risk perceptions and risk management in Chicago and Rotterdam." *Journal of Youth Studies* 20(6): 763-779.
- Chaskin, Robert J. 2016. "Between the Idea and the Reality: Public Housing Reform and the Further Marginalization of the Poor." *City and Community* 15(4): 372-375.
- Chaskin, Robert J., and Mark L. Joseph. 2015. "Contested Space: Design Principles and Regulatory Regimes in Mixed-Income Communities in Chicago." In *Annals of the American Academy of Political and Social Science* 660(1): 136-154.
- Chaskin, Robert J., and Mark L. Joseph. 2015. *Integrating the Inner City: The Promise and Perils of Mixed-Income Public Housing Transformation*. Chicago: The University of Chicago Press.
- Chaskin, Robert J., and David M. Greenberg. 2015. "Between public and private action: Neighborhood organizations and local governance." *Nonprofit and Voluntary Sector Quarterly* 44(2): 248-267.
- Khare, Amy T., Mark L. Joseph, and Robert J. Chaskin. 2015. "The enduring significance of race in mixed-income developments." *Urban Affairs Review* 51(4): 474-503.
- Chaskin, Robert J. 2014. "Neighborhood data and locally driven community change." In *Strengthening Communities with Neighborhood Data*, Claudia Coulton and Tom Kingsley, eds. Washington DC: Urban Institute Press.

- Chaskin, Robert J. 2013. "Integration and exclusion: Urban poverty, public housing reform, and the dynamics of neighborhood restructuring." *Annals of the American Academy of Political and Social Science* 647(1): 237-67.
- Chaskin, Robert J., and Mark L. Joseph. 2013. "'Positive' gentrification, social control, and the 'right to the city' in mixed-income communities: Uses and expectations of space and place." *International Journal of Urban and Regional Research* 37(2): 480-502.
- Chaskin, Robert J., Florian Sichling, and Mark L. Joseph. 2013. "Youth in mixed-income communities replacing public housing complexes: Context, dynamics, and response." *Cities* 35: 423-431.
- Fraser, James C., Robert J. Chaskin, and Joshua Theodore Bazuin. 2013. "Making mixed-income neighborhoods work for low-income households." *Cityscape* 15(2): 83-100.
- Chaskin, Robert J. 2012. "Theories of community." In *The Handbook of Community Practice*, 2nd ed., Marie Weil, Michael S. Reisch, and Mary L. Ohmer, eds. Thousand Oaks, CA: Sage Publications.
- Chaskin, Robert, Amy Khare, and Mark Joseph. 2012. "Participation, deliberation, and decision-making: The dynamics of inclusion and exclusion in mixed-income developments." *Urban Affairs Review* 48(6): 863-906.
- Chaskin, Robert J., Mark L. Joseph, Sara Voelker, and Amy Dworsky. 2012. "Public housing transformation and resident relocation: Comparing destinations and household characteristics in Chicago." *Cityscape* 14(1): 183-214.
- Chaskin, Robert, and Mikael Karlstrom. 2012. *Beyond the neighborhood: Policy engagement and systems change in the New Communities Program*. New York: MDRC.
- Joseph, Mark L., and Robert J. Chaskin. 2012. "Mixed-income developments and low rates of return: Insights from relocated public housing residents in Chicago." *Housing Policy Debate* 22(3): 377-405.
- McCormick, Naomi J., Mark L. Joseph, and Robert J. Chaskin. 2012. "The new stigma of relocated public housing residents: Challenges to social identity in mixed-income developments." *City and Community* 11(3): 285-308.
- Sites, William, Robert J. Chaskin, and Virginia Parks. 2012. "Reframing community practice for the 21st century: Multiple traditions, multiple challenges." In *The Community Development Reader*, 2nd ed., James deFillipis and Susan Saegert, eds. New York: Routledge.

CHOI, YOONSUN

SSA Scholar Page (<http://ssascholars.uchicago.edu/y-choi>)

Associate Professor. B.A., Ewha University (Korea); M.S.S.W., Texas-Austin; Ph.D., Washington-Seattle. Fields of Special Interest: minority youth development; effects of race, ethnicity, and culture in youth development; children of immigrants; Asian American youth; prevention of youth problem behaviors; quantitative research methods.

Selected publications:

- Choi, Yoonsun. In Press. "Introduction: Rising challenges and opportunities of uncertain times for Asian American families." In *Asian American Parenting: Family Process and Intervention*. New York: Springer Press.
- Choi, Yoonsun, and Hyeouk Chris Hahm. In Press. *Asian American Parenting: Family Process and Intervention*. New York: Springer Press.
- Choi, Yoonsun, M. Park, J. Lee, Tae Yeun Kim, and Kevin Poh Hiong Tan. In Press. "Culture and family process: Examination of culture specific family process via development of new parenting measures among Filipino and Korean American families with adolescents." In *Asian American Parenting: Family Process and Intervention*, Yoonsun Choi and Hyeouk Chris Hahm, eds. New York: Springer Press.
- Choi, Yoonsun, Tae Yeun Kim, Dina Drankus Pekelnicky, Kihyun Kim, and You Seung Kim. 2017. "Impact of youth cultural orientations on perception of family process and development among Korean Americans." *Cultural Diversity and Ethnic Minority Psychology* 23(2): 244-257.
- Choi, Yoonsun, Kevin Poh Hiong Tan, Miwa Yasui, and Hyeouk Chris Hahm. 2016. "Advancing Understanding of Acculturation for Adolescents of Immigrants: Person-Oriented Analysis of Acculturation Strategy among Korean American Youth." *Journal of Youth and Adolescence* 45(7): 1380-1395.
- Choi, Yoonsun. 2014. "Moving forward: Asian Americans in the discourse of race and social problems." *Race and Social Problems*, Special Issue on "Asian Americans" 6(1): 1-3. (PMC3969798).
- Choi, Yoonsun, Kevin Poh Hiong Tan, Miwa Yasui, and Dina Drankus Pekelnicky. 2014. "Race-ethnicity and culture in the family and youth outcomes: Test of a path model with Korean American youth and parents." *Race and Social Problems*, Special Issue on "Asian Americans" 6(1): 69-84. (PMC3941842).
- Choi, Yoonsun, You Seung Kim, Su Yeong Kim, and Irene J.K. Park. 2013. "Is Asian American parenting controlling and harsh? Empirical testing of relationships between Korean American and Western parenting measures." *Asian American Journal of Psychology*, Special Issue on "Tiger Parenting, Asian-Heritage Families, and Child/Adolescent Well-Being" 4(1): 19-29.

- Choi, Yoonsun, You Seung Kim, Dina D. Pekelnicky, and Hyun J. Kim. 2013. "Preservation and modification of culture in family socialization: Development of parenting measures for Korean immigrant families." *Asian American Journal of Psychology* 4(2): 143-54. (NIHMSID# 358897).
- Choi, Yoonsun. 2012. "Asian-American youth." In *Oxford Bibliographies Online: Social Work*, Edward Mullen, ed. New York: Oxford University Press.
- Choi, Yoonsun. 2012. "Korean Americans." In *Oxford Bibliographies Online: Social Work*, Edward Mullen, ed. New York: Oxford University Press.
- Choi, Yoonsun, Michael He, Todd I. Herrenkohl, Richard F. Catalano, and John W. Toumbourou. 2012. "Multiple identification and risks: Examination of peer factors across multiracial and single-race youth." *Journal of Youth and Adolescence* 41(7): 847-62. (PMC22395776).

COURTNEY, MARK E.

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

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

Selected publications:

- Courtney, Mark E., and Jennifer L. Hook. 2017. "The potential educational benefits of extending foster care to young adults: Findings from a natural experiment." *Children and Youth Services Review* 72: 124-132.
- Courtney, Mark E., Nathanael J. Okpych, Pajarita Charles, Dominique Mikell, Brooke Stevenson, Keunhye Park, Brittani Kindle, Justin Harty, and Huiling Feng. 2016. *Findings from the California Youth Transitions to Adulthood Study (CaYOUTH): Conditions of Youth at Age 19*. Chicago: Chapin Hall at the University of Chicago.
- Courtney, Mark E., Nathanael J. Okpych, Dominique Mikell, Brooke Stevenson, Keunhye Park, Justin Harty, Huiling Feng, and Mark E. Courtney. 2016. *CaYOUTH Survey of Young Adults' Child Welfare Workers*. Chicago: Chapin Hall at the University of Chicago.
- Brown, Adam, Mark E. Courtney, and J. Curtis McMillen. 2015. "Behavior health needs and service use among those who've aged-out of foster care." *Children and Youth Services Review* 58: 163-169.
- Havlicek, Judy, and Mark E. Courtney. 2015. "Maltreatment histories of aging out foster youth: A comparison of official investigated and self-reports of maltreatment prior to and during out-of-home care." *Child Abuse & Neglect* 52: 110-122.
- IOM (Institute of Medicine) and NRC (National Research Council). 2015. *Investing in the Health and Well-Being of Youth Adults*. Washington DC: The National Academies Press.
- Katz, Colleen C., and Mark E. Courtney. 2015. "Evaluating in the self-expressed unmet needs of emancipated foster youth over time." *Children and Youth Service Review* 57: 9-18.
- Lee, JoAnn S., Mark E. Courtney, Tracy W. Harachi, and Emiko A. Tajima. 2015. "Labeling and the effect of adolescent legal system involvement on adult outcomes for foster youth aging out of care." *American Journal of Orthopsychiatry* 85(5): 441-451.
- Okpych, Nathaniel J., and Mark E. Courtney. 2015. "Relationship between adult outcomes of young people making the transition to adulthood from out-of-home care and prior residential care." *Therapeutic Residential Care For Children and Youth: Developing Evidence-Based International Practice*, James K. Whittaker, Jorge Fernandez del Valle, and Lisa Holmes, eds. London: Jessica Kingsley.
- Valentine, Erin Jacobs, Melanie Skemer, and Mark E. Courtney. 2015. *Becoming Adults: One-Year Impact Findings from the Youth Villages Transitional Living Evaluation*. New York: MDRC.
- Ahrens, Kym R., Michelle M. Garrison, and Mark E. Courtney. 2014. "Health outcomes in young adults from foster care and economically diverse backgrounds." *Pediatrics* 134(6): 1-8.
- Courtney, Mark E., Pajarita Charles, Nathaniel J. Okpych, and Katherine Halsted. 2014. *California Youth Transitions to Adulthood Study (CaYOUTH): Early Findings from the Child Welfare Worker Survey*. Chicago: Chapin Hall at the University of Chicago.
- Courtney, Mark E., Pajarita Charles, Nathaniel J. Okpych, Laura Napolitano, and Katherine Halsted. 2014. *Findings from the California Youth Transitions to Adulthood Study (CaYOUTH): Conditions of Foster Youth at Age 17*. Chicago: Chapin Hall at the University of Chicago.
- Courtney, Mark E., Michael Pergamit, Maria Woolverton, and Marla McDaniel. 2014. "Challenges to learning from experiments: Lessons from evaluating independent living services." In *From Evidence to Outcomes in Child Welfare: An International Reader*, Aron Shlonsky and Rami Benbenishty, eds. New York: Oxford University Press. doi:10.1093/acprof:oso/9780199973729.003.0007.
- Greeson, Johanna K. P., Antonio R. Garcia, Minseop Kim, and Mark E. Courtney. 2014. "Foster youth and social support: The first RCT of independent living services." *Research on Social Work Practice* 25(3): 349-357. doi: 10.1177/1049731514534900.

- Kruzich, Jean Marie, Joseph A. Mienko, and Mark E. Courtney. 2014. "Individual and work group influences on turnover intention among public child welfare workers: The effects of work group psychological safety." *Children and Youth Services Review* 42(7): 20-27.
- Lee, JoAnn S., Mark E. Courtney, and Emiko Tajima. 2014. "Extended foster care support during the transition to adulthood: Effect on the risk of arrest." *Children and Youth Services Review* 42: 34-42.
- Okpych, Nathaniel J., and Mark E. Courtney. 2014. "Does education pay for youth formerly in foster care? Comparison of employment outcomes with a national sample." *Children and Youth Services Review* 43: 18-28.
- Ahrens, Kim R., Cari McCarty, Jane Simoni, Amy Dworsky, and Mark E. Courtney. 2013. "Psychosocial pathways to sexually transmitted infection (STI) risk among youth transitioning out of foster care: Evidence from a longitudinal cohort study." *Journal of Adolescent Health* 53(4): 478-85.
- Courtney, Mark E., Amy Dworsky, and Laura Napolitano. 2013. *Providing foster care for young adults: Early implementation of California's Fostering Connections Act*. Chicago: Chapin Hall at the University of Chicago.
- Courtney, Mark E., Robert J. Flynn, and Joël Beaupré. 2013. "Overview of out of home care in the USA and Canada." *Psychosocial Intervention* 22(3): 163-73.
- Dworsky, Amy, Kym Ahrens, and Mark Courtney. 2013. "Health insurance coverage and use of family planning services among current and former foster youth: Implications of the health care reform law." *Journal of Health Politics, Policy and Law* 38(2): 421-39.
- Dworsky, Amy, Laura Napolitano, and Mark E. Courtney. 2013. "Homelessness during the transition from foster care to adulthood." *American Journal of Public Health* 103(S2): S318-S323.
- Hook, Jennifer L., and Mark E. Courtney. 2013. "Former foster youth as fathers: Risk and protective factors predicting father-child contact." *Family Relations* 62(4): 571-83.
- Ryan, Joseph P., Abigail B. Williams, and Mark E. Courtney. 2013. "Adolescent neglect, juvenile delinquency and the risk of recidivism." *Journal of Youth and Adolescence* 42(3): 454-65.
- Salazar, Amy M., Thomas E. Keller, L. Kris Gowen, and Mark E. Courtney. 2013. "Trauma exposure and PTSD among older adolescents in foster care." *Social Psychiatry and Psychiatric Epidemiology* 48(4): 545-51.
- Ahrens, Kym R., Katon Wayne, Carolyn McCarty, Laura P. Richardson, and Mark E. Courtney. 2012. "Childhood sexual abuse and having sex for money: A prospective evaluation among a population of adolescents aging out of foster care." *Child Abuse & Neglect* 36(1): 75-80.
- Courtney, Mark E., and Jennifer L. Hook. 2012. "Evaluation of the impact of enhanced parental legal representation on the timing of permanency outcomes for children in foster care." *Children and Youth Services Review* 34(7): 1337-43.
- Courtney, Mark E., and Jennifer L. Hook. 2012. "Timing of exits to legal permanency from out-of-home care: The importance of systems and implications for assessing institutional accountability." *Children and Youth Services Review* 34(12): 2263-72.
- Courtney, Mark E., Jennifer L. Hook, and JoAnn S. Lee. 2012. "Distinct subgroups of former foster youth during young adulthood: Implications for policy and practice." *Child Care in Practice* 18(4): 409-18.
- Cusick, Gretchen R., Judy Havlicek, and Mark E. Courtney. 2012. "Risk for arrest: The role of social bonds in protecting foster youth making the transition to adulthood." *American Journal of Orthopsychiatry* 82(1): 19-31.
- Lee, JoAnn S., Mark E. Courtney, and Jennifer L. Hook. 2012. "Formal bonds during the transition to adulthood: Extended foster care support and criminal/legal involvement." *Journal of Public Child Welfare* 6(3): 255-79.
- Mosley, Jennifer E., and Mark E. Courtney. 2012. *Partnership and the Politics of Care: Advocates' Role in Passing and Implementing California's Law to Extend Foster Care*. Chicago: Chapin Hall at the University of Chicago.

EPPERSON, MATTHEW W.

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

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

Selected publications:

- Epperson, Matthew, and Carrie Pettus-Davis, eds. 2017. *Smart Decarceration: Achieving Criminal Justice Transformation in the 21st Century*. Oxford University Press.
- Epperson, Matthew W., Julian G. Thompson, Arthur J. Lurigio, and Soyeon Kim. 2017. "Unpacking the relationship between probationers with serious mental illnesses and probation offers: A mixed-methods examination." *Journal of Offender Rehabilitation* 56(3): 188-216.

- Gilbert, Louisa, Stacey Shaw, Dawn Goddard-Eckrich, Mingway Chang, Jessica Rowe, Tara McCrimmon, Maria Almonte, Sharun Goodwin, Matthew W. Epperson. 2015. "Project WINGS (Women Initiating New Goals of Safety): A randomized controlled trial of a screening, brief intervention and referral to treatment (SBIRT) service to address intimate partner violence victimization among substance-using women receiving community supervision." *Criminal Behaviour and Mental Health* 25: 314-329.
- Canada, Kellie E., and Matthew W. Epperson. 2014. "The client-caseworker working relationship and its association with outcomes among mental health court participants." *Community Mental Health Journal* 50(8): 968-973.
- Azhar, Sameena, Kathryn Berringer, and Matthew W. Epperson. 2014. "A systematic review of HIV prevention interventions targeting women with criminal justice involvement." *Journal of the Society for Social Work and Research* 5(3): 253-289.
- El-Bassel, Nabila, Louisa Gilbert, Dawn Goddard-Eckrich, Mingway Chang, Elwin Wu, Timothy Hunt, Matthew W. Epperson, Stacy Shaw, Jessica Rowe, Maria Almonte, and Susan S. Witte. 2014. "Efficacy of a group-based multimedia HIM prevention intervention for drug-involved women under community supervision: Project WORTH." *PLoS ONE* 9(11): e111528. doi:10.1371/journal.pone.0111528.
- Epperson, Matthew W., Kelli Canada, Julian Thompson, and Arthur Lurigio. 2014. "Walking the line: Specialized and standard probation officer perspectives on supervising probationers with serious mental illnesses." *International Journal of Law & Psychiatry* 37(5): 473-483.
- Epperson, Matthew W., Nancy Wolff, Robert D. Morgan, William H. Fisher, B. Christopher Frueh, and Jessica Huening. 2014. "Envisioning the next generation of behavioral health and criminal justice interventions." *International Journal of Law & Psychiatry* 37(5): 427-438.
- Orellana, E. Roberto, Nabila El-Bassel, Louisa Gilbert, Keval M. Miller, Joseph Catania, Matthew W. Epperson, and Elwin Wu. 2014. "Sex trading and other HIV risks among drug-involved men: Differential associations with childhood sexual abuse." *Social Work Research* 38(2): 117-126.
- Pettus-Davis, C., and Matthew W. Epperson. 2014. "From mass incarceration to smart decarceration." *American Academy of Social Work and Social Welfare*, Grand Challenges Initiative Concept Paper. Center for Social Development, George Warren Brown School of Social Work, Washington University in St. Louis.
- Wolff, Nancy, Matthew W. Epperson, Jing Shi, Jessica Huening, Brooke E. Schumann, and Irene R. Rubinstein. 2014. "Mental health specialized probation caseloads: Are they effective?" *International Journal of Law & Psychiatry* 37(5): 464-472.
- Wolff, Nancy, Jessica Huening, Jing Shi, Brooke E. Schumann, Irene R. Sullivan, and Matthew W. Epperson. 2014. "Evaluating client selection and selection fidelity: Case of mental health probation supervision." *Criminal Justice and Behavior* 41(5): 536-552.
- Epperson, Matthew W., Kelli E. Canada, and Arthur J. Lurigio. 2013. "Mental health court: One approach for addressing the problems of persons with serious mental illnesses in the criminal justice system." In *Criminal Psychology*, Jacqueline B. Helfgott, ed. Westport, CT: Praeger Publishers.
- Epperson, Matthew W., Leslie E. Roberts, Andre Ivanoff, Stephen Tripodi, and Christy Gilmer. 2013. "To what extent is criminal justice content addressed in MSW programs?" *Journal of Social Work Education* 49(1): 96-107.
- Epperson, Matthew W., Julian G. Thompson, and Kelli E. Canada. 2013. "Mental health courts." In *Encyclopedia of Social Work Online*, Cynthia Franklin, ed. New York: NASW Press and Oxford University Press.
- Lurigio, Arthur J., Kelli E. Canada, and Matthew W. Epperson. 2013. "Crime victimization and mental illness." In *Victims of Crime*, 4th ed., Robert C. Davis, Arthur J. Lurigio, and Susan Herman, eds. Thousand Oaks, CA: Sage Publications.
- Wolff, Nancy, B. Christopher Frueh, Jessica Huening, Jing Shi, Matthew W. Epperson, Robert D. Morgan, and William H. Fisher. 2013. "Practice informs the next generation of behavioral health and criminal justice interventions." *International Journal of Law and Psychiatry* 36: 1-10.
- Babchuk, Lauren C., Arthur J. Lurigio, Kelli E. Canada, and Matthew W. Epperson. 2012. "Responding to probationers with mental illnesses." *Federal Probation* 72(2): 41-48.
- Bouris, Alida, and Matthew W. Epperson MW. 2012. "Answers to disparity: We need to learn how to address the disproportionate impact of HIV/AIDS on African Americans." *SSA Magazine* 19(2): 36.
- Khan, Maria R., and Matthew W. Epperson. 2012. "Static Interference: The social network disruption of incarceration and how HIV thrives on it." *Positively Aware* 24(3): 36-7.
- Khan, Maria R., Matthew W. Epperson, Louisa Gilbert, Dawn Goddard, Timothy Hunt, Bright Sarfo, and Nabila El-Bassel. 2012. "The promise of multimedia technology for STI/HIV prevention: Frameworks for understanding improved facilitator delivery and participant learning." *AIDS and Behavior* 16(7): 1949-60.
- Khan, Maria R., David L. Rosen, Matthew W. Epperson, Asha Goldweber, Jordana Hemberg, and Joseph Richardson. 2012. "Adolescent criminal justice involvement and adulthood sexually transmitted infection in a nationally-representative U.S. sample." *Journal of Urban Health* 90: 717-728.

- Lurigio, Arthur J., Matthew W. Epperson, Kelli E. Canada, and Lauren C. Babchuk. 2012. "Specialized probation programs for people with mental illnesses: A review of practices and research." *Journal of Crime and Justice* 35(12): 317-26.

FEDOCK, GINA L.

SSA Scholar Page (<https://ssascholars.uchicago.edu/g-fedock>)

Assistant Professor. Ph.D., Michigan State University School of Social Work. Fields of Special Interest: improving vulnerable women's health and mental health, with a focus on pregnant and postpartum women, as well as women who are incarcerated; criminal justice policy; prevention; violence and trauma.

Selected publications:

- Fedock, Gina. 2017. "Life before 'I killed the man that raped me': Pre-prison life experiences of incarcerated women with life sentences and subsequent treatment needs." *Women & Criminal Justice*.
- Fedock, Gina. 2017. "Women's psychological adjustment to prison: A review for future social work directions." *Social Work Research* 42(2): 31-42.
- Fedock, Gina, Sheryl P. Kubiak, and Deborah Bybee. 2017. "Testing a new intervention with incarcerated women serving life sentences." *Research on Social Work Practice*.
- Fedock, Gina, and Sophia Sarantakos. 2017. "Physical and mental health disparities for young women with arrest histories." *Health & Social Work* 42(2): e102-e110.
- Kubiak, Sheryl P., Hannah J. Brenner, Deborah Bybee, Rebecca Campbell, Cristy E. Cummings, Kathleen M. Darcy, Gina Fedock, and Rachael Goodman-Williams. 2017. "Sexual misconduct in prison: What factors affect whether incarcerated women will report abuses committed by prison staff?" *Law and Human Behavior*.
- Alvarez, C., and Gina Fedock. 2016. "Addressing intimate partner violence for Latina women: A call for research." *Trauma, Violence, & Abuse* 1-6.
- Alvarez, C., Gina Fedock, Karen Trister Grace, and Jacquelyn Campbell. 2016. "Provider screening and counseling for intimate partner violence: A systematic review of practices and influencing factors." *Trauma, Violence, & Abuse*.
- Brenner, H., Kathleen Darcy, Gina Fedock, and Sheryl Kubiak. 2016. "Bars to justice: The impact of rape myths on women in prison." *Georgetown Journal of Gender and Law* 17: 521-560.
- Fedock, Gina, Sheryl Kubiak, Rebecca Campbell, Kathleen Darcy, and Cristy Cummings. 2016. "Prison rape reform: Perspectives from women with life sentences on the impact of a class action lawsuit." *Journal of Human Rights and Social Work* 1(3): 131-142.
- Kubiak, Sheryl P., Hannah J. Brenner, Deborah Bybee, Rebecca Campbell, Cristy Cummings, Kathleen M. Darcy, and Gina Fedock. 2016. "Do sexually victimized prisoners perceive justice in litigation process and outcomes?" *Psychology, Public Policy, and Law* 23(1): 39-52.
- Kubiak, Sheryl, Hannah Brenner, Deborah Bybee, Rebecca Campbell, and Gina Fedock. 2016. "Reporting sexual victimization during incarceration: Using ecological theory as a framework to inform and guide future research." *Trauma, Violence, & Abuse*.
- Kubiak, Sheryl, Gina Fedock, Woo Jong Kim, and Deborah Bybee. 2016. "Long-term outcomes of a RCT intervention study for women with violent offenses." *Journal of the Society for Social Work and Research* 7(4): 661-679.
- Kubiak, Sheryl, Woo Jong Kim, Gina Fedock, and Deborah Bybee. 2016. "Examining perpetration of physical violence by women: The influence of childhood adversity, victimization, mental illness, substance abuse, and anger." *Violence and Victims* 31(1): 22-45.
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- O'Mahen, Heather, Gina Fedock, Erin Henshaw, Heather Flynn, Joseph Himle, and Jane Forman. 2012. "Modifying CBT for perinatal depression: What do women want? A Qualitative Study." *Cognitive Behavioral Practice Journal* 19(2): 359-371.

GARCIA, ANGELA

SSA Scholar Page (<https://ssascholars.uchicago.edu/a-garcia>)

Assistant Professor. Ph.D., University of California-San Diego. Fields of Special Interest: immigration, law and society, inequality, race and ethnicity, public policy, Mixed and Comparative Methodology.

Selected publications:

- García, Angela S. In press. "Illegal Lives: The Effects of Local Immigration Restrictions on Intimate Relationships." In *Forced Out and Fenced In: Immigration Tales from the Field*, Tanya Golash-Boza, ed. New York: Oxford University Press.
- García, Angela S. and Leah Schmalzbauer. In press. "Placing the Mainstream: Assimilation Theory and Mexican Immigrants in Urban and Rural America." *The ANNALS of the American Academy of Political and Social Science*.
- FitzGerald, David S., David Cook-Martín, Angela S. García, and Rawan Arar. 2017. "Can You Become One of Us? Legal Selection of 'Assimilable' Immigrants." *Journal of Ethnic Migration Studies* 1-21.
- García, Angela S. 2017. "Labour Market Limbo: The Uneven Integration of Co-Ethnic Argentines in Spain." *International Migration* 55(1): 175-188.
- Wong, Tom K., and Angela S. García. 2016. "Does where I live affect whether I apply? The contextual determinants of applying for Deferred Action for Childhood Arrivals (DACA)." *International Migration Review* 50(3): 699-727.
- García, Angela S. 2014. "Hidden in plain sight: How unauthorized migrants strategically assimilate in restrictive localities." *Journal of Ethnic and Migration Studies* 40(12): 1895-1914.
- García, Angela S. 2014. "Law of the land: Ethnic selection in 16 Latin American countries." In *Culling the Masses: The Democratic Roots of Racist Immigration Policy in the Americas*, by David S. FitzGerald and David Cook-Martín. Cambridge: Harvard University Press.
- García, Angela S. 2013. "Return to sender? A comparative analysis of immigrant communities in 'attrition through enforcement' destinations." *Ethnic and Racial Studies* 36(11): 1849-1870.
- García, Angela S., Gloria Molina-Estolano, Mohammad Omar Qureshi, Fernando Riedel, Rafael Solís, and Estefanía Castillo Balderas. 2013. "They want us to go back to Mexico': Tlaxotepenses living under the radar in North San Diego County." In *The Wall Between Us: A Mixteco Migrant Community in Mexico and the United States*, ed. David S. FitzGerald, Jorge Hernández Díaz, and David Keyes. La Jolla: Center for Comparative Immigration Studies.

GONZÁLEZ, YANILDA MARIA

SSA Scholar Page (<https://ssascholars.uchicago.edu/y-gonzalez>)

Assistant Professor. Ph.D., Princeton University. Fields of Special Interest: crime, crime policy, and criminal justice; human rights; international; race, ethnicity, and culture; urban affairs; violence and trauma.

Selected publications:

- González, Yanilda María. 2016. "Varieties of Participatory Security: Assessing Community Participation in Policing in Latin America." *Public Administration and Development* 36:132-143. doi: 10.1002/pad.1752.

GORMAN-SMITH, DEBORAH

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

Interim Dean and Emily Klein Gidwitz Professor. Ph.D., University of Illinois-Chicago. Fields of Special Interest: children and adolescents; prevention; violence and trauma.

Selected publications:

- Elsaesser, Caitlin, Deborah Gorman-Smith, David Henry, and Michael Schoeny. 2017. "The Longitudinal Relation Between Community Violence Exposure and Academic Engagement During Adolescence: Exploring Families' Protective Role." *Journal of Interpersonal Violence* 1-22. doi: 10.1177/0886260517708404.
- Burt, S. Alexandra, Kelly L. Klump, Deborah Gorman-Smith, and Jenae M. Neiderhiser. 2016. "Neighborhood Disadvantage Alters the Origins of Children's Nonaggressive Conduct Problems." *Clinical Psychological Science* 4(3): 511-526.
- Charles, Pajarita, Deborah Gorman-Smith, and Anne Jones. 2016. "Designing an intervention to promote child development among fathers with antisocial behavior." *Research on Social Work Practice* 26(1): 20-27.
- Charles, Pajarita, Jill Spielfogel, Deborah Gorman-Smith, Michael Schoeny, David Henry, and Patrick Tolan. 2016. "Disagreement in Parental Reports of Father Involvement." *Journal of Family Issues*. doi: 0192513X16644639.
- Henry, David, Patrick Tolan, Deborah Gorman-Smith, and Michael Schoeny. 2016. "Alternatives to Randomized Control Trial Designs for Community-Based Prevention Evaluation." *Prevention Science* 18(6): 671-680.

- Logan, Joseph E., Kevin J. Vagi, and Deborah Gorman-Smith. 2016. "Characteristics of youth with combined histories of violent behavior, suicidal ideation or behavior, and gun-carrying." *Crisis: The Journal of Crisis Intervention and Suicide Prevention* 37(6): 402-414.
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- David-Ferdon, Corinne, Thomas R. Simon, Howard Spivak, Deborah Gorman-Smith, Sheila B. Savannah, Robert L. Listenbee, and John Iskande. 2015. "CDC grand rounds: Preventing youth violence." *MMWR: Morbidity and Mortality Weekly Report* 64(7): 171-174.
- Gottfredson, Denise. C., Thomas D. Cook, Frances E. Gardner, Deborah Gorman-Smith, George W. Howe, Irwin N. Sandler, and Kathryn M. Zafft. 2015. "Standards of evidence for efficacy, effectiveness, and scale-up research in prevention science: Next generation." *Prevention Science* 16(7): 893-926.
- Hawkins, J. David, Jeffery M. Jenson, Richard Catalano, Mark W. Fraser, Gilbert J. Botvin, Valerie Shapiro, Deborah Gorman-Smith, et al., and Mary Jane Rotheram-Borus. 2015. "Unleashing of power of prevention." *National Academy of Medicine*.
- LeDonne, Emily, Ashley M. Klahr, Jenae Neiderhiser, Kelly Klump, Deborah Gorman-Smith, and S. Alexandra Burt. 2015. "Does marital adjustment moderate genetic and environmental influences on parenting?" *Behavior Genetics* 45(6): 668-668.
- Fowler, Patrick J., David B. Henry, Michael E. Schoeny, Deborah Gorman-Smith, and Patrick H. Tolan. 2014. "Effects of the SAFE Children preventive intervention on developmental trajectories of attention-deficit/hyperactivity disorder symptoms." *Development and Psychopathology* 26(4pt1): 1161-1179.
- Gorman-Smith, Deborah, Lauren Feig, Franklin Cosey-Gay, and Molly Coeling. 2014. "Strengthening families and communities to prevent youth violence." *Children's Law Review Journal*.
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- Jennifer L. Matjaskoa, Alana M. Vivolo-Kantora, David B. Henry, Deborah Gorman-Smith, and Michael E. Schoeny. 2013. "The relationship between a family-focused preventive intervention, parenting practices, and exposure to violence during the transition to adolescence: Testing a mediational model." *Journal of Aggression, Maltreatment and Trauma* 22(1): 45-66.
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GROGAN, COLLEEN M.

SSA Scholar Page (<http://ssascholars.uchicago.edu/c-grogan>)

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

Selected publications:

- Grogan, Colleen M., Michael K. Gusmano, and Richard Fording. In Press. "Chapter 12: Social Welfare Policy." In *Politics in the American States*, 11th ed., Virginia H. Gray, Russell L. Hanson, and Thad Kousser, eds. Los Angeles, CA: Sage/CQ Press.
- Cohen, Alan, Colleen M. Grogan, and Jediah Horwitz. 2017. "Introduction: The Many Roads toward Achieving Health Equity." *Journal of Health Politics, Policy & Law* 42(5): 739-748.
- Grogan, Colleen M., and Sunggeun (Ethan) Park. 2017. "The Racial Divide in State Medicaid Expansions." *Journal of Health Politics, Policy & Law* 42(3): 539-572.
- Grogan, Colleen M., Phillip M. Singer, and David K. Jones. 2017. "Rhetoric and Reform in Waiver States." *Journal of Health Politics, Policy & Law* 42(2): 247-284.
- Grogan, Colleen M., Christina M. Andrews, Amanda Abraham, Keith Humphreys, Harold A. Pollack, Bikki Tran Smith, and Peter D. Friedmann. 2016. "Survey Highlights Differences in Medicaid Coverage for Substance Use Disorder and Opioid Use Disorder Medications." *Health Affairs* 35(12): 2289-2296.
- Park, Sunggeun (Ethan), Jennifer E. Mosley, and Colleen M. Grogan. 2016. "Do Residents of Low Income Communities Trust Organizations to Speak on Their Behalf? Differences by Organizational Type." *Urban Affairs Review* 1-28.
- Andrews, Christina M., Amanda Abraham, Colleen M. Grogan, Harold A. Pollack, Clifford Bersamira, Keith Humphreys, and Peter Friedmann. 2015. "Despite resources from the ACA, most states do little to help addiction treatment programs implement health care reform." *Health Affairs* 34(5): 828-835.
- Andrews, Christina M., Colleen M. Grogan, Marianne Brennan, and Harold A. Pollack. 2015. "Lessons from Medicaid's divergent path on mental health and addiction services." *Health Affairs* 34(7): 1131-1138.
- Grogan, Colleen M. 2015. "The role of the private sphere in U.S. healthcare entitlements: Increased spending, weakened public mobilization and reduced equity." *The Forum* 13(1): 119-142.
- Grogan, Colleen M. 2014. "Medicaid: Designed to grow." In *Health Politics and Policy*, 5th ed., James A. Morone and Daniel C. Ehlke, eds. Stamford, CT: Delmar Cengage Learning.
- Grogan, Colleen. 2014. "Public Engagement and the Importance of Content, Purpose, and Timing." *Hastings Center Report* 44(6): S40-S42.
- Grogan, Colleen, and Christina Andrews. 2014. "Medicaid." In *Oxford Handbook of U.S. Social Policy*, Daniel Beland, Christopher Howard, and Kimberly Morgan, eds. New York: Oxford University Press.
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- Mosley, Jennifer E., and Colleen M. Grogan. 2013. "Representation in nonelected participatory processes: How residents understand the role of nonprofit community-based organizations." *Journal of Public Administration Research and Theory* 23(4): 839.
- Chung, Phillip, Colleen M. Grogan, and Jennifer Mosley. 2012. "Residents' perceptions of effective community representation in local health decision-making." *Social Science and Medicine* 74(10): 1652-9.
- Grogan, Colleen M. 2012. "Behind the jargon: Prevention spending." *Journal of Health Politics, Policy and Law*, Themed Issue: Prevention Politics and Public Health Governance 37(2): 329-42.
- Grogan, Colleen M. 2012. "The hidden strength of prevention politics." *Journal of Health Politics, Policy and Law*, Themed Issue: Prevention Politics and Public Health Governance 37(2): 177-80.
- O'Doherty, Kieran, Francois-Pierre Gauvin, Colleen Grogan, and Will Friedman. 2012. "Implementing a public deliberative forum." *Hastings Center Report* 42(2): 20-3.
- Winitzer, Rebecca F., Joanna Bisgaier, Colleen Grogan, and Karin Rhodes. 2012. "He only takes those types of patients on certain days: Specialty care access for children with special health care needs." *Disability and Health Journal* 5(1): 26-33.

HANS, SYDNEY

SSA Scholar Page (<http://ssascholars.uchicago.edu/s-hans>)

Samuel Deutsch Professor and Chair of the Doctoral Program. B.S., Cornell; Ph.D., Harvard. Fields of Special Interest: developmental psychopathology; parent-child relationships throughout the life course; impact of parental psychopathology and substance abuse on children; women and violence; adolescent parenting; roles of fathers in families; supportive interventions for infants, young children, and families; prevention; home visiting.

Selected publications:

- Finger, Brent, Allison Jobin, Victor J. Bernstein, and Sydney Hans. 2017. "Parenting contributors to emerging problem behavior in children of mothers in methadone maintenance treatment." *Infant and Child Development*.
- Yazejian, Noreen, Donna M. Bryant, Sydney Hans, Diane Horm, Lisa St. Clair, Nancy File, and Margaret Burchinal. 2017. "Child and parenting outcomes after one year of Educare." *Child Development* 88(2).
- Wen, Xiaoli, Jon Korfmacher, and Sydney L. Hans. 2016. "Change over time in young mothers' engagement with a community-based doula home visiting program." *Children and Youth Services Review* 69: 116-126.
- Edwards, Renee C., and Sydney L. Hans. 2016. "Prenatal depressive symptoms and toddler behavior problems: The role of maternal sensitivity and child sex." *Child Psychiatry and Human Development* 47(5): 696-707.
- Lee, Helen Y., and Sydney L. Hans. 2015. "Prenatal depression and young low-income mothers' perception of their children from pregnancy through early childhood." *Infant Behavior and Development* 40: 183-192.
- Bellamy, Jennifer L., Matthew Thullen, and Sydney Hans. 2015. "The effect of low-income unmarried fathers' presence at birth on involvement." *Journal of Marriage and the Family* 77(3): 647-661.
- Edwards, Renee C., and Sydney L. Hans. 2015. "Infant risk factors associated with internalizing, externalizing, and co-occurring behavior problems in young children." *Developmental Psychology* 51(4): 489-499.
- Edwards, Renee C., Matthew Thullen, Linda G. Henson, Hae Nim Lee, and Sydney L. Hans. 2015. "The association of breastfeeding initiation with sensitivity, cognitive stimulation, and efficacy among young mothers: A propensity score matching approach." *Breastfeeding Medicine* 10(1): 13-19.
- Thullen, Matthew J., Stephen E. McMillin, Jon Korfmacher, Marisha L. Humphries, Jennifer Bellamy, and Sydney Hans. 2014. "Father participation in a community-doula home-visiting intervention with young, African-American mothers." *Infant Mental Health Journal* 35: 422-434.
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- Hans, Sydney L., Matthew Thullen, Linda G. Henson, Helen Lee, Renee C. Edwards, and Victor J. Bernstein. 2013. "Promoting positive mother-infant relationships: A randomized trial of community doula support for young mothers." *Infant Mental Health Journal*, 34(5): 446-57.
- Edwards, Renee C., Matthew J. Thullen, Nucha Isarawong, Cheng-Shi Shiu, Linda Henson, and Sydney L. Hans. 2012. "Supportive relationships and the trajectory of depressive symptoms among young African American mothers." *Journal of Family Psychology* 26(4): 585-94.
- Shimpi, Priya M., Alicia Fedewa, and Sydney Hans. 2012. "Social and linguistic input in low-income African American mother-child dyads from one month through two years: Relations to vocabulary development." *Applied Psycholinguistics* 33(4): 781-98.
- Thullen, Matthew, Julia Henly, and Sydney Hans. 2012. "Domain-specific trajectories of involvement among fathers of children born to young, low-income, African-American mothers." *Journal of the Society for Social Work and Research* 3(3): 129-44.

HENLY, JULIA R.

SSA Scholar Page (<http://ssascholars.uchicago.edu/j-henly>)

Associate Professor. B.A., Wisconsin; M.S.W., Ph.D., Michigan. Fields of Special Interest: family poverty; child care and welfare policy; work-family strategies of low wage workers; work and family policy; informal support networks; employment discrimination.

Selected publications:

- Henly, Julia R., J. Kim, Heather Sandstrom, Alejandra Ros Pilarz, and Amy Claessens. In press. "What Explains Short Spells on Child Care Subsidies?" *Social Service Review*.
- Henly, Julia R., Heather Sandstrom, and Alejandra Ros Pilarz. 2017. "Child care assistance as work-family support: Meeting the economic and caregiving needs of low-income working families in the US." In M. las Heras, N. Chinchilla, & M. Grau, Eds., *Work-Family Balance in Light of Globalization and Technology*, 241-262. Newcastle: Cambridge Scholars Publishing.
- Stanczyk, Alexandra B., Julia R. Henly, and Susan Lambert. 2016. "Enough time for housework?: Low-wage work and desired housework time adjustments." *Journal of Marriage and Family* 79(1): 243-260 DOI: 10.1111/jomf.12344

- Elliott III, William, Julia Henly, Susan J. Lambert, Laura Lein, Jennifer L. Romich, Trina R. Shanks, and Michael Sherraden. 2016. "Policy Recommendations for Meeting the Grand Challenge to Reduce Extreme Economic Inequality." Policy Brief no. 10. *American Academy of Social Work & Social Welfare*. (Author order is alphabetical.) <https://csd.wustl.edu/Publications/Documents/PB10.pdf>
- Lambert, Susan, Peter J. Fugiel, and Julia R. Henly. 2016. "The realities of unpredictable work schedules for America's hourly employees." Research Brief for Scholars Strategy Network. <http://www.scholarsstrategynetwork.org/brief/realities-unpredictable-work-schedules-americas-hourly-employees>
- Frank-Miller, Ellen G., Susan J. Lambert, and Julia R. Henly. 2015. "Age, wage, and job placement: Older women's experiences entering the retail sector." *Journal of Women and Aging* 27(2): 157-173.
- Henly, Julia R., and Susan Lambert. 2015. "A Profile of Retail Sales Associates in a Women's Apparel Firm." Report of the *University of Chicago Work Scheduling Study*. https://ssascholars.uchicago.edu/sites/default/files/work-scheduling-study/files/wss_profile_of_retail_sales_associates.pdf
- Henly, Julia R., Heather Sandstrom, Amy Claessens, Alejandra Ros Pilarz, Julia Gelatt, JaeSeung Kim, and Olivia Healy. 2015. "Determinants of subsidy stability and child care continuity: Final research report for the Illinois/New York Child Care Research Partnership." Washington, D.C.: Urban Institute. <http://www.urban.org/sites/default/files/publication/65686/2000350-Determinants-of-Subsidy-Stability-and-Child-Care-Continuity.pdf>
- Sandstrom, Heather, Jaimie Grazi, and Julia R. Henly. 2015. "Clients' Recommendations for Improving the Child Care Subsidy Program: Illinois and New York Child Care Research Partnership Research Brief." Washington, D.C.: Urban Institute. <http://www.urban.org/research/publication/clients-recommendations-improving-child-care-subsidy-program>
- Henly, Julia R., and Susan Lambert. 2014. "Unpredictable work timing in retail jobs: Implications for employee work-life outcomes." *Industrial and Labor Relations Review* 67(3): 986-1016.
- Lambert, Susan J., Peter Fugiel, and Julia R. Henly. 2014. "Precarious Work Schedules among Early Career Employees in the U.S. Labor Market: A National Snapshot." Research brief issued by EINet (Employment Instability, Family Well-being, and Social Policy Network) at the University of Chicago. https://ssascholars.uchicago.edu/sites/default/files/work-scheduling-study/files/lambert.fugiel.henly_precarious_work_schedules.august2014_0.pdf
- Lambert, Susan J., Peter Fugiel, and Julia R. Henly. 2014. "Schedule Unpredictability among Early Career Workers in the US Labor Market: A National Snapshot." Executive Summary of Research brief issued by EINet (Employment Instability, Family Well-being, and Social Policy Network) at the University of Chicago. https://ssascholars.uchicago.edu/sites/default/files/einet/files/lambert.fugiel.henly_executive_summary.b_0.pdf
- Lambert, Susan J., and Julia Henly. 2014. "Measuring Precarious Work Schedules." A working paper for the EINet Measurement Group. University of Chicago.
- Golden, Lonnie, Julia R. Henly, and Susan Lambert. 2013. "Work schedule flexibility: A contributor to happiness?" *Journal of Social Research and Policy* 4(2): 107-35. https://ssascholars.uchicago.edu/sites/default/files/einet/files/managingprecariousworkschedules_11.11.2015.pdf
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- Lambert, Susan J., Anna Haley-Lock, and Julia R. Henly. 2012. "Schedule flexibility in hourly jobs: Unanticipated consequences and promising directions." *Community, Work and Family* 15(3): 293-315.
- Lambert, Susan J., and Julia R. Henly. 2012. "Labour flexibility and precarious employment in hourly retail jobs in the U.S.: How frontline managers matter." In *Are Bad Jobs Inevitable? Trends, Determinants and Responses to Job Quality in the Twenty-First Century*, Chris Warhurst, Francoise Carré, Patricia Findlay, and Chris Tilly, eds. 143-59. England: Palgrave Macmillan.
- Ros, Alejandra, Amy Claessens, and Julia R. Henly. 2012. "(In)stability of Child Care Subsidies and Child Care Provider Use: A Preliminary Analysis of Illinois Administrative Records." Report prepared for the Child Care Policy Research Consortium, ACF/DHHS.
- Thullen, Matthew, Julia Henly, and Sydney Hans. 2012. "Domain-specific trajectories of father involvement among low-income, young, African-American mothers." *Journal of the Society of Social Work and Research* 3(3): 129-144.

ISMAYILOVA, LEYLA

SSA Scholar Page (<http://ssascholars.uchicago.edu/l-ismayilova>)

Assistant Professor. B.S. and M.Sc. in Psychology, Baku State University; M.S.W, Ph.D., Columbia University. Fields of Special Interest: child and adolescent mental health in the global context; youth risk behaviors; family-based interventions; women's empowerment and health, child welfare and protection, prevention.

Selected publications:

- Ismayilova, Leyla, Leyla Karimli, Eleni Gaveras, Jo Sanson, Josh Chaffin, Alexice Tô-Camier. In press. "An integrated approach to increasing women's status and reducing family violence in a West African country: Results of a cluster-randomized controlled trial." *Psychology of Violence*.
- Karimli, Leyla, Lucia Rost, Leyla Ismayilova. In press. "Child labor as a risk factor for child health outcomes: Findings from an experimental study among ultra-poor households in Burkina Faso." *Journal of Adolescent Health*, Special Issue.
- El-Bassel, Nabila, Louisa Gilbert, Stacey A. Shaw, Gaukhar Mergenova, Assel Terlikbayeva, Sholpan Primbetova, Xin Ma, Mingway Chang, Leyla Ismayilova, Tim Hunt, and Brooke West. 2016. "The Silk Road Health Project: How Mobility and Migration Status Influence HIV Risks among Male Migrant Workers in Central Asia." *PLoS One* 11(3): e0151278.
- Ismayilova, Leyla, Eleni Gaveras, Austin Blum, Alexice Tô-Camier, Rachel Nanema. 2016. "Maltreatment and mental health outcomes among ultra-poor children in Burkina Faso: A latent class analysis." *PLoS ONE*. 11(10): e0164790.
- El-Bassel, Nabila, Stacey A. Shaw, Gaukhar Mergenova, Leyla Ismayilova, Tara McCrimmon, Assel Terlikbayeva, and Louisa Gilbert. 2015. "Masculinities and Social Contexts of HIV Risk Practices Among Central Asian Male Migrant Workers." *Journal of AIDS & Clinical Research* 6(7): 486.
- Gilbert, Louisa, Stacey Shaw, Assel Terlikbayeva, Tara McCrimmon, Baurzhan Zhussupov, and Leyla Ismayilova. 2015. "Intimate partner violence and HIV risks among migrant women in Central Asia." *Journal of AIDS and Clinical Research* 6(3): 428-436.
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- Ismayilova, Leyla, and Nabila El-Bassel. 2014. "Intimate partner physical and sexual violence and pregnancy outcomes in the three former Soviet Union countries: Azerbaijan, Moldova, and Ukraine." *Violence Against Women* 20(6): 633-652.
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- Al-Khasawneh, Esra M., Leyla Ismayilova, Vidya Seshan, Olimat Hmoud, and Nabila El-Bassel. 2013. "Predictors of Human Immunodeficiency Virus knowledge among Jordanian youths." *SQU Medical Journal* 13(2): 232-240.
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- Ismayilova, Leyla, Fred Ssewamala, Elizabeth Mooers, Proscovia Nabunya, and Srividya Sheshadri. 2012. "Imagining the future: Community perceptions of a family-based economic empowerment intervention for AIDS-orphaned adolescents in Uganda." *Children and Youth Services Review* 34(10): 2042-2051.
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- Karimli, Leyla, Fred Ssewamala, and Leyla Ismayilova. 2012. "Extended families and perceived caregiver support to AIDS orphans in Rakai district of Uganda." *Children and Youth Services Review* 34(7): 1351-58.
- Ssewamala, Fred M., Torsten B. Neilands, Jane Waldfogel, and Leyla Ismayilova. 2012. "The impact of a comprehensive microfinance intervention on depression levels of AIDS-orphaned children in Uganda." *Journal of Adolescent Health* 50(4): 346-352.

JOHNSON JR., WALDO E.

SSA Scholar Page (<http://ssascholars.uchicago.edu/w-johnson>)

Associate Professor. B.A., Mercer; M.S.W., Michigan; Ph.D., Chicago. Fields of Special Interest: male roles and involvement in African American families; nonresident fathers in fragile families; the physical and psychosocial health statuses of African American males.

Selected publications:

- Johnson Jr., Waldo E. In press. "Masculinity and sexual identity: Making meaning of paternal identity among young African American males." *Journal of African American Men*.
- Johnson Jr., Waldo E., and James McKinney. In press. "Transcending individual achievement and organizational pursuits: A twentieth century public policy framework for African Americans." In *Alpha Phi Alpha and the Crisis of Organizational Identity: A Case Study Within Black Greekdom*, Gregory S. Parks and Stefan M. Bradley, eds. Lexington, KY: University Press of Kentucky.
- Johnson Jr., Waldo E., Jeffrey Shears, and Armon R. Perry. In press. "Paternal involvement among African American fathers: Evidence from the early Head Start and Fragile Families and Child Well-being study." *Research on Social Work Practice*.
- Perry, A., and Waldo E. Johnson, Jr. 2017. "African American Fathers." In *Fathers in America: Social Work Perspectives on a Changing Society*, C. Mazza and A. Perry, eds. Springfield, IL: C. C. Thomas.
- Johnson Jr., Waldo E. 2014. "Black masculinity, manhood, and marriage." In *By Grace: The Challenges, Strengths, and Promise of African American Marriages*, Tricia B. Bent-Goodley, ed. Washington DC: NASW Press.
- Richardson, Joseph B., Waldo E. Johnson Jr., and Christopher St. Vil. 2014. "I want him locked up: Social capital, African American parenting strategies and the juvenile court." *Journal of Contemporary Ethnography* 43(4): 488-522.
- St. Vil, Noelle M., Christopher St. Vil, and Waldo E. Johnson Jr. 2014. "Marriage diversity in the African American community." In *By Grace: The Challenges, Strengths, and Promise of African American Marriages*, Tricia B. Bent-Goodley, ed. Washington DC: NASW Press.

LAMBERT, SUSAN J.

SSA Scholar Page (<http://ssascholars.uchicago.edu/s-lambert>)

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

Selected publications:

- Stanczyk, Alexandra B., Julia R. Henly, and Susan J. Lambert. 2017. "Enough Time for Housework? Low-Wage Work and Desired Housework Time Adjustments." *Journal of Marriage and Family* 79(1): 243-260.
- Frank, Ellen G., Susan J. Lambert, and Julia R. Henly. 2015. "Age, wage, and job placement: Older women's experiences entering the retail sector." *Journal of Women and Aging* 27(2): 157-173.
- Hilton, Timothy, and Susan J. Lambert. 2015. "Employers' use of labor market intermediaries in filling low-level jobs: Sorting disadvantaged job seekers and employment opportunities." *Journal of Poverty* 19: 153-176.
- Henly, Julia R., and Susan Lambert. 2014. "Unpredictable work timing in retail jobs: Implications for employee work-life outcomes." *Industrial and Labor Relations Review* 67(3): 986-1016.
- Lambert, Susan J. 2014. "The limits of voluntary employer action for improving low-level jobs." In *Working and Living in the Shadow of Economic Fragility*, Marion Crain and Michael Sherraden, eds. New York: Oxford University Press.

- Golden, Lonnie, Julia R. Henly, and Susan Lambert. 2013. "Work schedule flexibility for workers: A path to employee happiness?" *Journal of Social Research and Policy* 2(4): 107-134.
- Lambert, Susan J. 2013. "Avoiding over-optimization in Workforce Optimization Systems." In *Workforce Asset Management Book of Knowledge*, Lisa Disselkamp, ed. New Jersey: John Wiley & Sons.
- Lambert, Susan, and Julia Henly. 2013. "Double jeopardy: The misfit between welfare-to-work requirements and job realities." In *Work and the Welfare State: Street-Level Organizations and Workfare Politics*, Evelyn Z. Brodtkin and Gregory Marston, eds. Washington DC: Georgetown University Press.
- Lambert, Susan J. 2012. "Opting in' to full labor force participation in hourly jobs." In *Women Who Opt Out: The Debate Over Working Mothers and Work-Family Balance*, Bernie D. Jones, ed. 87-102. New York: New York University Press.
- Lambert, Susan J., Anna Haley-Lock, and Julia R. Henly. 2012. "Schedule flexibility in hourly jobs: Unanticipated consequences and promising directions." *Community, Work and Family* 15(3): 293-315.
- Lambert, Susan J., and Julia R. Henly. 2012. "Labour flexibility and precarious employment in hourly retail jobs in the U.S.: How frontline managers matter." In *Are Bad Jobs Inevitable? Trends, Determinants and Responses to Job Quality in the Twenty-First Century*, Chris Warhurst, Francoise Carré, Patricia Findlay, and Chris Tilly, eds. 143-59. England: Palgrave Macmillan.

LUDWIG, JENS

SSA Scholar Page (<http://ssascholars.uchicago.edu/j-ludwig>)

Harris School Faculty Page (http://harrisschool.uchicago.edu/directory/faculty/jens_ludwig)

McCormick Foundation Professor of Social Service Administration, Law, and Public Policy. B.A., Rutgers; Ph.D., Duke. Fields of Special Interest: urban poverty, education, crime, and housing.

Selected publications:

- Congdon, William J., Jeffrey R. Kling, Jens Ludwig, and Sendhil Mullainathan. 2017. "Social Policy: Mechanism Experiments and Policy Evaluations." *Handbook of Economic Field Experiments* 2: 389-426.
- Heller, Sara B., Anuj K. Shah, Jonathan Guryan, Jens Ludwig, Sendhil Mullainathan, Harold A. Pollack. 2017. "Thinking, Fast and Slow? Some Field Experiments to Reduce Crime and Dropout in Chicago." *Quarterly Journal of Economics* 132(1): 1-54.
- Cook, Philip J., Richard J. Harris, Jens Ludwig, and Harold A. Pollack. 2015. "Some sources of crime guns in Chicago: Dirty dealers, straw purchases, and traffickers." *Journal of Criminal Law and Criminology* 104(4): 717-759.
- Cook, Philip J., Songman Kang, Anthony Braga, Jens Ludwig, and Mallory O'Brien. 2015. "An experimental evaluation of a comprehensive employment-oriented prisoner re-entry program." *Journal of Quantitative Criminology* 10.1007/s10940-014-9242-5.
- Jacob, Brian, Max Kapustin, and Jens Ludwig. 2015. "The impact of housing assistance on child outcomes: Evidence from a randomized housing lottery." *Quarterly Journal of Economics* 10.1093/qje/qju030.
- Kessler, Ronald C., Greg J. Duncan, Lisa A. Gennetian, Lawrence F. Katz, Jeffrey R. Kling, Nancy A. Sampson, Lisa Sanbonmatsu, Alan M. Zaslavsky, and Jens Ludwig. 2014. "Associations of housing mobility interventions for children in high poverty neighborhoods with subsequent mental disorders during adolescence." *Journal of the American Medical Association* 311(9): 937-47.
- Gibbs, Chloe, Jens Ludwig, and Douglas L. Miller. 2013. "'Does Head Start do any lasting good?'" In *Legacies of The War on Poverty*, Martha Bailey and Sheldon Danziger, eds. 39-65 New York: Russell Sage Foundation. (Also released as NBER Working Paper 17452).
- Jacob, Brian, Jens Ludwig, and Douglas L. Miller. 2013. "The effects of housing and neighborhood conditions on child mortality." *Journal of Health Economics* 32(1): 195-206.
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- Olsen, Edgar O., and Jens Ludwig. 2013. "Housing and urban development policies in the War on Poverty." In *Legacies of the War on Poverty*, Martha Bailey and Sheldon Danziger, eds. 206-234. New York: Russell Sage Foundation.
- Owens, Emily G., and Jens Ludwig. 2013. "Using regression discontinuity designs in crime research." In *Experimental Criminology: Prospects for Advancing Science and Public Policy*, Brandon C. Welsh, Anthony A. Braga, and Gerben J. N. Bruinsma, eds. 194-222. New York: Cambridge University Press.
- Sciandra, Matthew, Lisa Sanbonmatsu, Greg J. Duncan, Lisa A. Gennetian, Lawrence F. Katz, Ronald C. Kessler, Jeffrey R. Kling, and Jens Ludwig. 2013. "Long-term effects of the Moving to Opportunity residential-mobility experiment on crime and delinquency." *Journal of Experimental Criminology* 9(4): 451-89.

- Yoshikawa, Hirokazu, Christina Weiland, Jeanne Brooks-Gunn, Margaret R. Burchinal, Linda M. Espinosa, William T. Gormley, Jens Ludwig, Katherine A. Magnuson, Deborah Phillips, and Martha J. Zaslow. 2013. *Investing in Our Future: The Evidence Base on Preschool Education*. Foundation for Child Development/Society for Research on Adolescence Research Brief.
- Figlio, David, and Jens Ludwig. 2012. "Sex, drugs, and Catholic schools: Private schooling and non-market adolescent behaviors." *German Economic Review* 13(4): 385-415.
- Gennetian, Lisa A., Matthew Sciandra, Lisa Sanbonmatsu, Jens Ludwig, Lawrence F. Katz, Greg J. Duncan, Jeffrey R. Kling, and Ronald C. Kessler. 2012. "The long-term effects of Moving to Opportunity on youth outcomes." *Cityscape* 14(2): 137-67.
- Jacob, Brian A., and Jens Ludwig. 2012. "The effects of housing assistance on labor supply: Evidence from a voucher lottery." *American Economic Review* 102(1): 272-304.
- Ludwig, Jens, and Julia Burdick-Will. 2012. "Poverty deconcentration and the prevention of crime." In *The Oxford Handbook of Crime Prevention*, David P. Farrington and Brandon C. Welsh, eds. 189-206. New York: Oxford University Press.
- Ludwig, Jens, Greg J. Duncan, Lisa A. Gennetian, Lawrence F. Katz, Ronald C. Kessler, Jeffrey R. Kling, and Lisa Sanbonmatsu. 2012. "Neighborhood effects on the long-term well-being of low-income adults." *Science* 337(6101): 1505-10.
- Sanbonmatsu, Lisa, Jordan Marvakov, Nicholas A. Potter, Fanghua Yang, Emma Adam, William J. Congdon, Greg J. Duncan, Lisa A. Gennetian, Lawrence F. Katz, Jeffrey R. Kling, Ronald C. Kessler, Stacy Tessler Lindau, Jens Ludwig, and Thomas W. McDade. 2012. "The long-term effects of Moving to Opportunity on adult health and economic self-sufficiency." *Cityscape* 14(2): 109-36.

MARSH, JEANNE C.

SSA Scholar Page (<http://ssascholars.uchicago.edu/j-marsh>)

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

Selected publications:

- Marsh, Jeanne C., and Mary Bunn. In press. "The role of relationship as an active ingredient in social work practice." In *Social Work Science: Towards a New Identity*, J. Brekke & J. Anastas, eds. New York: Oxford University Press.
- Marsh, Jeanne C. *MAJOR WORK IN SOCIAL WORK RESEARCH, Thematic Essay 1: Developing Trajectory of Social Work Research and the Profession* 1: 3-9.
- Marsh, Jeanne C. *MAJOR WORK IN SOCIAL WORK RESEARCH Thematic Essay 2: Purposes and Key Concepts in Social Work Research* 1: 137-141.
- Bersamira, Clifford, Yu-An Lin, Keunhye Park, and Jeanne C. Marsh. 2017. "Drug use among Asian Americans: Differentiating use by acculturation status and gender." *Journal of Substance Abuse Treatment* 79: 76-81.
- Kreisberg, Nicole, and Jeanne C. Marsh. 2015. "Social Work Knowledge Production and Utilization: An international comparison." *British Journal of Social Work* 46(3): 599-618.
- Marsh, Jeanne C., and Martena Reed. 2015. "Social work science and knowledge utilization." *Research on Social Work Practice* 26(1): 1-9.
- Shaw, Ian, Mark Hardy, and Jeanne C. Marsh, eds. 2015. *Social Work Research* 1-4. London: SAGE.
- Guerrero, Erick, Jeanne C. Marsh, Dingcai Cao, Hee-Choon Shin, and Christina M. Andrews. 2014. "Gender disparities in utilization and outcome of comprehensive substance abuse treatment among racial/ethnic groups." *Journal of Substance Abuse Treatment* 46(5): 584-91.
- Marsh, Jeanne C. 2014. "Thinking fast and slow about causality: Response to Palinkas." *Research on Social Work Practice* 24(5): 548-51.
- Andrews, Christina M., Hee-Choon Shin, Jeanne C. Marsh, and Dingcai Cao. 2013. "Client and program characteristics associated with wait time to substance abuse treatment entry." *American Journal of Drug and Alcohol Abuse* 39(1): 61-8.
- Guerrero, Erick G., Jeanne C. Marsh, Lei Duan, Christine Oh, Brian Perron, and Benedict Lee. 2013. "Disparities in completion of substance abuse treatment between and within racial and ethnic groups." *Health Services Research* 48(4): 1-18.
- Guerrero, Erick G., Jeanne C. Marsh, Tenie Khachikian, Hortensia Amaro, and William A. Vega. 2013. "Disparities in Latino substance use, service use, and treatment: Implications for culturally and evidence-based interventions under health care reform." *Drug and Alcohol Dependence* 133(3): 805-13.
- Hardesty, Melissa, Dingcai Cao, Hee-Choon Shin, Christina M. Andrews, and Jeanne C. Marsh. 2012. "Social and health service use and treatment outcomes for sexual minorities in a national sample of substance abuse treatment programs." *Journal of Gay and Lesbian Social Services* 24(2): 97-118.

- Marsh, Jeanne C. 2012. "Learning by intervening: Examining the intersection of research and practice." In *From Task-Centered Social Work to Evidence-Based and Integrative Practice: Reflections on History and Implementation*, Tina L. Rzepnicki, Stanley G. McCracken, and Harold E. Briggs, eds. Chicago: Lyceum Books.
- Marsh, Jeanne C. 2012. "Response: From fish and bicycles to a science of social work." *Research on Social Work Practice* 22(5): 465-7.
- Marsh, Jeanne C., Beth Angell, Christina M. Andrews, and Ashley Curry. 2012. "Client-provider relationship and treatment outcome: A systematic review of substance abuse, child welfare, and mental health services research." *Journal of the Society for Social Work and Research* 3(4): 233-67.

MARWELL, NICOLE P.

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

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

Selected publications:

- Marwell, Nicole P. In press. "Rethinking the State in Loic Wacquant's Urban Outcasts." *Urban Studies*.
- Marwell, Nicole P., and Thad Calabrese. 2015. "A Deficit Model of Collaborative Governance: Government-Nonprofit Fiscal Relations in the Provision of Child Welfare Services." *Journal of Public Administration Research and Theory*. First published online November 24, 2014 doi:10.1093/jopart/muu047
- Marwell, Nicole P. and Aaron Gullickson. 2013. "Inequality in the Spatial Allocation of Social Services: Government Contracts to New York City Nonprofit Organizations." *Social Service Review* 87: 319-353.
- Marwell, Nicole P. and Michael McQuarrie. 2013. "People, Place and System: Organizations and the Renewal of Urban Social Theory." *Annals of the American Academy of Political and Social Sciences* 126-143.

MCCRACKEN, STANLEY G.

SSA Scholar Page (<http://ssascholars.uchicago.edu/s-mccracken>)

Lecturer. A.B., Northwest Nazarene College; A.M., Ph.D., Chicago. Fields of Special Interest: mental health; substance abuse; co-occurring disorders; behavioral pharmacology; multicultural mental health; aging; spirituality in social work practice; dissemination and implementation of evidence-based practice.

Selected publications:

- McCracken, Stanley G. 2012. "Alzheimer's disease and other dementias." In *Oxford Bibliographies Online: Social Work*, Edward Mullen, ed. New York: Oxford University Press.
- McCracken, Stanley G., Elisabeth Kinnel, Fred Steffen, Margaret Vimont, and Charlotte Mallon. 2012. "Implementing and sustaining evidence-based practice: Case example of leadership, organization, infrastructure, and consultation." In *From Task-Centered Social Work to Evidence-Based and Integrative Practice: Reflections on History and Implementation*, Tina L. Rzepnicki, Stanley G. McCracken, and Harold E. Briggs, eds. 111-35. Chicago: Lyceum Books.
- Rzepnicki, Tina L., Stanley G. McCracken, and Harold E. Briggs, eds. 2012. *From Task-Centered Social Work to Evidence-Based and Integrative Practice: Reflections on History and Implementation*. Chicago: Lyceum Books.

MCMILLEN, J. CURTIS

SSA Scholar Page (<http://ssascholars.uchicago.edu/c-mcmillen>)

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

Selected publications:

- Lee, Bethany R., and J. Curtis McMillen. 2017. "Pathways Forward for Embracing Evidence-Based Practice in Group Care Settings." *Journal of Emotional and Behavioral Disorders* 25(1): 16-27.
- Powell, Byron J., Rinad S. Beidas, Cara C. Lewis, Gregory A. Aarons, J. Curtis McMillen, Enola K. Proctor, and David S. Mandell. 2017. "Methods to Improve the Selection and Tailoring of Implementation Strategies." *The Journal of Behavioral Health Services and Research* 44(2): 177-194.
- Spielfogel, Jill E., and J. Curtis McMillen. 2017. "Current use of de-escalation strategies: Similarities and differences in de-escalation across professions." *Social Work in Mental Health* 15(3): 232-248.
- McMillen, J. Curtis, Kristin M. Hawley, and Enola K. Proctor. 2016. "Mental health clinicians' participation in web-based training for an evidence supported intervention: Signs of encouragement and trouble ahead." *Administration and Policy in Mental Health and Mental Health Services Research* 43(4) 592-603. doi: 10.1007/s10488-015-0645-x.
- McMillen, J. Curtis, and Matthew Raffol. 2016. "Characterizing the quality workforce in private U.S. child and family behavioral health agencies." *Administration and Policy in Mental Health and Mental Health Services Research* 43(5): 750-759. doi:10.1007/s10488-015-0667-4.

- Narendorf, Sarah C., J. Curtis McMillen, and Karen M. Oshima. 2016. "Affect dysregulation in older foster youth." *Journal of Emotional and Behavioral Disorders* 24(4): 211-222. doi: 10.1177/1063426615591791.
- McMillen, J. Curtis, Sarah C. Narendorf, Debra Robinson, Judy Havlicek, Nicole Fedoravicius, Julie Bertram, and David McNelly. 2015. "Development and piloting of a treatment foster care program for older youth with psychiatric problems." *Child and Adolescent Psychiatry and Mental Health* 9:23. doi:10.1186/s13034-015-0057-4.
- Proctor, Enola, Douglas Luke, Annaliese Calhoun, J. Curtis McMillen, Ross Brownson, Stacey McCrary, and Margaret Padek. 2015. "Sustainability of evidence-based health care: Research agenda, methodological advances, and infrastructure support." *Implementation Science* 10:88. doi: 10.1186/s13012-015-0274-5.
- Scott, Lionel D., J. Curtis McMillen, and Lonnie R. Snowden. 2015. "Informal and formal help seeking among older black male foster care youth and alumni." *Journal of Child and Family Studies* 24(2): 264-277. doi: 10.1007/s10826-013-9832-0.
- McMillen, J. Curtis, Colleen Cary Katz, and Emily J. Claypool. 2014. "An emotion regulation framework for child welfare intervention and programming." *Social Service Review* 88(3): 443-68.
- Bertram, Julie E., Sarah Carter Narendorf, and J. Curtis McMillen. 2013. "Pioneering the psychiatric nurse role in foster care." *Archives of Psychiatric Nursing* 27(6): 285-92.
- Oshima, Karen M., Sarah Carter Narendorf, and J. Curtis McMillen. 2013. "Pregnancy risk among older youth transitioning out of foster care." *Children and Youth Services Review* 35(10): 1760-65.
- Powell, Byron J., Carolina Hausmann-Stabile, and J. Curtis McMillen. 2013. "Mental health clinicians' experiences of implementing evidence-based treatments." *Journal of Evidence-Based Social Work* 10(5): 396-409.
- Proctor, Enola K., Byron J. Powell, and J. Curtis McMillen. 2013. "Implementation strategies: Recommendations for specifying and reporting." *Implementation Science* 8: 139.
- Scott Jr., Lionel D., J. Curtis McMillen, and Lonnie R. Snowden. 2013. "Informal and formal help seeking among older black male foster care youth and alumni." *Journal of Child and Family Studies* 24(2): 264-277. doi:10.1007/s10826-013-9832-0.
- Zayas, Luis E., J. Curtis McMillen, Madeline Y. Lee, and Samantha J. Books. 2013. "Challenges to quality assurance and improvement efforts in behavioral health organizations: A qualitative assessment." *Administration and Policy in Mental Health and Mental Health Services Research* 40(3): 190-8.
- Cary, Colleen E., and J. Curtis McMillen. 2012. "The data behind the dissemination: A systematic review of trauma-focused cognitive behavioral therapy for use with children and youth." *Children and Youth Services Review* 34(4): 748-57.
- Havlicek, Judy, J. Curtis McMillen, Nicole Fedoravicius, David McNelly, and Debra Robinson. 2012. "Conceptualizing the step-down for foster youth approaching adulthood: Perceptions of service providers, caseworkers, and foster parents." *Children and Youth Services Review* 34(12): 2327-36.
- McMillen, J. Curtis. 2012. "Social service delivery settings." In *Dissemination and Implementation Research in Health: Translating Science to Practice*, Ross C. Brownson, Graham A. Colditz, and Enola Proctor, eds. New York: Oxford University Press.
- Narendorf, Sarah Carter, Nicole Fedoravicius, J. Curtis McMillen, David McNelly, and Debra R. Robinson. 2012. "Stepping down and stepping in: Youth's perspectives on making the transition from residential treatment to treatment foster care." *Children and Youth Services Review* 34(1): 43-9.
- Powell, Byron J., J. Curtis McMillen, Enola K. Proctor, Chris R. Carpenter, Richard T. Griffey, Alicia C. Bunker, Joseph E. Glass, and Jennifer L. York. 2012. "A compilation of strategies for implementing clinical innovations in health and mental health." *Medical Care Research and Review* 69(2): 123-57.

MILLER, REUBEN J.

SSA Scholar Page (<https://ssascholars.uchicago.edu/r-miller>)

Assistant Professor. B.A., Chicago State; A.M., Chicago; Ph.D., Loyola Chicago. Fields of Special Interest: crime, crime policy, and criminal justice; poverty and income; race, ethnicity, and culture; welfare.

- Assari, S., Reuben Miller, R. Taylor, D. Mouzon, V. Keith, and L. Chatters. 2017. "Discrimination Fully Mediates the Effects of Incarceration History on Depressive Symptoms and Psychological Distress Among African American Men." *Journal of Racial and Ethnic Health Disparities* doi: 10.1007/s40615-017-0364-y
- Miller, Reuben, and G. Purifoye. 2016. "Carceral devolution and the transformation of urban poverty in the United States." In M. Inderblitzen, R. Meek, and L. Abrams (Eds). *The Voluntary Sector in Prisons: Encouraging Institutional and Personal Change*.
- Patton, D., Reuben Miller, J. Garbarino, A. Gale, and E. Kornfeld. 2016. "Hardiness Scripts: High-Achieving African American Boys In A Chicago Charter School Navigating Community Violence And School." *Journal of Community Psychology* 44(5): 638-655.
- Stuart, F., and Reuben Miller. 2016. "The Prisonized Old Head: Intergenerational Socialization and the Fusion of Ghetto and Prison Culture." *Journal of Contemporary Ethnography*.
- Watkins, D., D. Patton, and Reuben Miller. 2016. "The state of boys and men of color post-Ferguson." *Journal of Men's Studies*.

- Miller, Reuben, J. Miller, J. Zeleskov Djoric, and D. Patton. 2015. Baldwin's Mill: Race, Carceral Expansion and the Pedagogy of Repression, 1965-2015. *Humanity and Society* 39(4): 456-475.
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- Patton, D. and Reuben Miller. 2015. "Examining the relationship between adolescent violence exposure and adulthood violence perpetration among urban black and African American men." *American Academy of Violence and Abuse Research Reviews*.
- Miller, Reuben. 2014. "Devolving the carceral state: Race, prisoner reentry and the micro-politics of urban poverty management." *Punishment and Society* 16(3): 305-335.
- Miller, Reuben. 2013. "Race, hyper incarceration and U.S. poverty policy in historical perspective." *Sociology Compass* 7(7): 573-589.
- Nkansa-Amankra, Stephen, Samuel Agbanu and Reuben Miller. 2013. "Disparities in health, poverty, incarceration and social justice among racial groups in the United States: A critical review." *International Journal of Health Services* 43 (2): 217-240.
- Miller, Reuben, and Stephen Haymes. 2012. "Poverty, incarceration: A brief introduction." *Journal of Poverty: Innovations on Social, Political and Economic Inequalities* 16(3): 233-235.
- Miller, Reuben, and Stephen Haymes. (Eds). 2012. "Poverty, incarceration: Managing the poor in the neoliberal age." *Journal of Poverty* 16(4).
- Miller, Reuben, and Frances Fox Piven. 2012. Poor people's movements and the power to disrupt: An interview with Frances Fox Piven." *Journal of Poverty: Innovations on Social, Political and Economic Inequalities* 16(3): 363-373.

MOSLEY, JENNIFER E.

SSA Scholar Page (<http://ssascholars.uchicago.edu/j-mosley>)

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

Selected publications:

- Mosley, Jennifer E., and Katherine Gibson. In press. "Strategic Use of Evidence in State Level Policymaking: Matching Evidence Type to Legislative Goals." *Policy Sciences*.
- Park, S. Ethan, and Jennifer E. Mosley. In press. "Nonprofit Growth and Decline During Economic Uncertainty." *Human Service Organizations: Management, Leadership, & Governance*.
- Park, S. Ethan, Jennifer E. Mosley, and Colleen M. Grogan. In press. "Do Residents of Low Income Communities Trust Organizations to Speak on Their Behalf? Differences by Organizational Type." *Urban Affairs Review*.
- Mosley, Jennifer E. 2017. "Yes, Macro Practice Matters: Embracing the Complexity of Real World Social Work." *Human Service Organizations: Management, Leadership, Governance* 41(1): 10-12.
- Mosley, Jennifer E., and Jade Wong. 2017. "Contexts and Settings: Nonprofit Agencies and Organizations." In *The Encyclopedia of Social Work Online*, C. Franklin, ed. New York: Oxford University Press.
- Mosley, Jennifer E. 2016. "Policy Advocacy." In *The Encyclopedia of American Governance*, Stephen Schechter, Thomas S. Vontz, Thomas A. Birkland, Mark A. Graber, and John J. Patrick, eds., 48-50. Farmington Hills, MI: Macmillan Reference USA.
- Mosley, Jennifer E. 2015. "Nonprofit Organizations' Involvement in Participatory Processes: The Need for Democratic Accountability." *Nonprofit Policy Forum* 7(1): 77-83.
- Mosley, Jennifer E., and Joseph Galaskiewicz. 2015. "The Relationship Between Philanthropic Foundation Funding and State-Level Policy in the Era of Welfare Reform." *Nonprofit and Voluntary Sector Quarterly* 44(6): 1225-1254.
- Lux, Kimberly, and Jennifer E. Mosley. 2014. "Cross-sector collaboration in the pursuit of social change: Organizations addressing sex trafficking in West Bengal." *International Social Work* 57(1): 19-26.
- Mosley, Jennifer E. 2014. "Collaboration, public-private intermediary organizations, and the transformation of advocacy in the field of homeless services." *American Review of Public Administration* 44(3): 291-308.
- Mosley, Jennifer E. 2014. "From Skid Row to the Statehouse: How nonprofit homeless service providers overcome barriers to advocacy involvement." In *Nonprofits and Advocacy: Engaging Community and Government in an Era of Retrenchment*, Steven R. Smith and Robert Pekkanen, eds. Baltimore, MD: Johns Hopkins University Press.
- Mosley, Jennifer E. 2013. "The beliefs of homeless service managers about policy advocacy: Definitions, legal understanding, and motivations to participate." *Administration in Social Work* 37(1): 1-17.
- Mosley, Jennifer E. 2013. "Recognizing new opportunities: Reconceptualizing policy advocacy in everyday organizational practice." *Social Work* 58(3): 231-9.

- Mosley, Jennifer E., and Colleen M. Grogan. 2013. "Representation in nonelected participatory processes: How residents understand the role of nonprofit community-based organizations." *Journal of Public Administration Research and Theory*. doi:10.1093/jopart/mus043.
- Chung, Philip, Colleen M. Grogan, and Jennifer E. Mosley. 2012. "Residents' perceptions of effective community representation in local health decision-making." *Social Science and Medicine* 74(10): 1652-9.
- Mosley, Jennifer E. 2012. "Keeping the lights on: How government funding concerns drive the advocacy agendas of nonprofit homeless service providers." *Journal of Public Administration Research and Theory* 22(4): 841-66.
- Mosley, Jennifer E., and Mark E. Courtney. 2012. *Partnership and the Politics of Care: Advocates' Role in Passing and Implementing California's Law to Extend Foster Care*. Chicago: Chapin Hall at the University of Chicago.
- Mosley, Jennifer E., Matthew P. Maronick, and Hagai Katz. 2012. "How organizational characteristics affect the adaptive tactics used by human service nonprofit managers confronting financial uncertainty." *Nonprofit Management and Leadership* 22(3): 281-303.

POLLACK, HAROLD A.

SSA Scholar Page (<http://ssascholars.uchicago.edu/h-pollack>)

Helen Ross Professor. B.S.E., Princeton; M.P.P., Ph.D., Harvard. Fields of Special Interest: substance abuse policy, health policy, crime prevention, intellectual disability.

Selected publications:

- Pollack, Harold. A. In press. "Prevention, public health, and health reform." *Journal of Health Politics, Policy, and Law*.
- Pollack, Harold. A. In press. "Problematic substance use and crime: The alcohol challenge and the opportunity of health reform," Michael Tonry and Daniel Nagin, eds. *Crime and Justice* 46.
- D'Aunno, Thomas, Harold A. Pollack, Qixuan Chen, and Peter D. Friedmann. 2017. "Linkages Between Patient-Centered Medical Homes and Addiction Treatment Organizations: Results from a National Survey." *Medical Care* 55(4): 379-383.
- Feinstein, Rebecca, and Harold A. Pollack. 2016. "We Don't Have a Plan. We Should Be Working On a Plan: Obstacles to Caregiver Transition Planning for Individuals with Fragile X Syndrome." *Social Service Review* 90(3): 464-514.
- Heller, Sara B., Anuj K. Shah, Jonathan Guryan, Jens Ludwig, Sendhil Mullainathan, and Harold A. Pollack. 2016. "Thinking, fast and slow? Some field experiments to reduce crime and dropout in Chicago." *Quarterly Journal of Economics* 132(1): 1-54.
- Jost, Timothy, and Harold A. Pollack. 2016. "Making health care truly affordable after health reform." *Journal of Law, Medicine, and Ethics* 44(4): 546-554.
- Olen, Helaine, and Harold A. Pollack. 2016. *The Index Card: Why Personal Finance Doesn't Have to be Complicated*. New York: Penguin Random House.
- Andrews, Christina M., Amanda Abraham, Colleen M. Grogan, Harold A. Pollack, Clifford Bersamira, Keith Humphreys, and Peter Friedmann. 2015. "Despite resources from the ACA, most states do little to help addiction treatment programs implement health care reform." *Health Affairs* 34(5): 828-835.
- Andrews, Christina, Colleen M. Grogan, Marianne Brennan, and Harold A. Pollack. 2015. "Lessons from Medicaid's Divergent Paths on Mental Health and Addiction Services." *Health Affairs* 34(7): 1131-1138.
- Cook, Philip J., Richard J. Harris, Jens Ludwig, and Harold A. Pollack. 2015. "Some sources of crime guns in Chicago: Dirty dealers, straw purchasers, and traffickers." *Journal of Criminal Law and Criminology* 104(4): 717-758.
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- Jannat-Khah, Deanna P., Jennifer McNeely, Margaret R. Pereyra, Carrigan Parish, Harold A. Pollack, Jamie Ostroff, Lisa Metsch, and Donna R. Shelley. 2014. "Dentists' self-perceived role in offering tobacco cessation services: Results from a nationally representative survey, United States, 2010-2011." *Preventing Chronic Disease* 11(E196): 1-12.
- Knotek, Steve E., Harold Pollack, and Megan McVea. 2014. "Utilizing sports programs to enhance urban youth's social emotional learning," Keith Gilbert and K. McPhearson, eds. *Urban Sports Development*. London, U.K.
- Pollack, Harold A., and Peter Reuter. 2014. "Does tougher enforcement make drugs more expensive?" *Addiction* 109(12):1959-1966.
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- Pollack, Harold A. 2013. "State Medicaid policy and health reform." *Journal of Health Politics, Policy, and Law* 38(1): 161-63.
- Seigny, Eric L., Harold A. Pollack, and Peter Reuter. 2013. "Can drug courts help to reduce prison and jail populations?" *Annals of the Academy for Political and Social Sciences* 647: 19.
- Sonfield, Adam, and Harold A. Pollack. 2013. "The Affordable Care Act and reproductive health: Potential gains and serious challenges." *Journal of Health Politics, Policy, and Law* 38(2): 373-91.
- Pollack, Harold A. 2012. "All-payer state systems." *Journal of Health Politics, Policy, and Law* 37(4): 677-78.
- Pollack, Harold A., Peter Reuter, and Eric Seigny. 2012. "If drug treatment works so well, why are so many drug users in prison?" In *Controlling Crime: Strategies and Tradeoffs*, Philip J. Cook, Jens Ludwig, and Justin McCrary, eds. Chicago: University of Chicago Press.
- Siegel, Karolynn, Stephen N. Abel, Margaret Pereyra, Terri Liguori, Harold A. Pollack, and Lisa R. Metsch. 2012. "Rapid HIV testing in dental practices." *American Journal of Public Health* 102(4): 625-32.

ROBINSON, SHANTÁ

SSA Scholar Page (<https://ssascholars.uchicago.edu/s-robinson>)

Assistant Professor. B.A., University of North Carolina at Asheville; M.A., University of North Carolina at Charlotte; Ph.D., University of Michigan. Fields of Special Interest: education; race, ethnicity, and culture; urban.

Selected publications:

- Lee, Valerie E., Shantá Robinson, and James Sebastian. 2012. "The quality of instruction in urban high schools: Comparing mathematics and science to English and social studies classes in Chicago." *The High School Journal* 95(3): 14-48.

RODERICK, MELISSA

SSA Scholar Page (<http://ssascholars.uchicago.edu/m-roderick>)

Hermon Dunlap Smith Professor. A.B., Bowdoin; M.A., Ph.D., Harvard. Fields of Special Interest: education policy; urban high schools; adolescence; youth policy; human resources policy; empirical analysis.

Selected publications:

- Roderick, Melissa, Vanessa Coca, Eliza Moeller, and Thomas Kelley-Kemple. 2013. *From high school to the future: The challenge of senior year in Chicago Public Schools*. Chicago: The University of Chicago Consortium on Chicago School Research.
- Roderick, Melissa. 2012. "Drowning in data but thirsty for analysis." *Teachers College Record* 114(11): 110309.
- Coca, Vanessa, David W. Johnson, Thomas Kelley-Kemple, Melissa Roderick, Eliza Moeller, Nicole Williams, and Kafi Moragne. 2012. *Working to my potential: The postsecondary experiences of CPS students in the International Baccalaureate Diploma Programme*. Chicago: The University of Chicago Consortium on Chicago School Research.
- Farrington, Camille A., Melissa Roderick, Elaine Allensworth, Jenny Nagaoka, Tasha S. Keyes, David W. Johnson, and Nicole O. Beechum. 2012. *Teaching adolescents to become learners: The role of noncognitive factors in shaping school performance*. Chicago: The University of Chicago Consortium on Chicago School Research.

SAMUELS, GINA M.

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

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

Selected publications:

- Curry, Susanna R., Matthew Morton, Jennifer L. Matjasko, Amy Dworsky, Gina M. Samuels, and David Schlueter. 2017. "Youth Homelessness and Vulnerability: How Does Couch Surfing Fit?" *American Journal of Community Psychology*. DOI: 10.1002/ajcp.12156
- Pryce, Julia, Laura Napolitano, and Gina M. Samuels. 2017. "Transition to Adulthood of Former Foster Youth: Multilevel Challenges to the Help-Seeking Process." *Emerging Adults*. DOI: <https://doi.org/10.1177/2167696816685231>
- Cushing, Gretta, Gina Miranda Samuels, and Ben Kerman. 2014. "Profiles of relational permanence at 22: Variability in parental supports and outcomes among young adults with foster care histories." *Children and Youth Services Review* 39(C): 73-83.
- Samuels, Gina Miranda. 2014. "Multiethnic and multiracialism." In *Encyclopedia of Social Work Online*, Cynthia Franklin, ed. New York: NASW Press and Oxford University Press.
- Voisin, Dexter R., Marlene Wong, and Gina Miranda Samuels. 2014. "A Response to Anastas and Coffey: The science of social work and its relationship to social work education and professional organizations." *Research on Social Work Practice* 24(5): 581-85.
- McCubbin, Hamilton I., Laurie McCubbin, Gina Miranda Samuels, Wei Zhang, and Jason Sievers. 2013. "Multiethnic children, youth, and families: Emerging challenges to the behavioral sciences and public policy." *Family Relations* 62(1), 1-4.

SITES, WILLIAM

SSA Scholar Page (<http://ssascholars.uchicago.edu/w-sites>)

Associate Professor. B.A., Oberlin; Ph.D., CUNY. Fields of Special Interest: urban policy and politics; community organization; political processes; social movements; social theory.

Selected publications:

- Vonderlack-Navarro, Rebecca, and William Sites. 2015. "The bi-national road to immigrant rights mobilization: States, social movements, and Chicago's Mexican hometown associations." *Ethnic and Racial Studies* 38(1): 141-157.
- Parker, Simon, and William Sites, 2012. "New directions in urban theory: Introduction." *Urban Geography* 33(4): 469-73.
- Parker, Simon, and William Sites, eds. 2012. "Special issue on New Directions." In *Urban Theory, Urban Geography* 33(4).
- Sites, William. 2012. "God from the machine? Urban movements meet machine politics in neoliberal Chicago." *Environment and Planning A* 44(11): 2574-90.
- Sites, William. 2012. "Is this black music? Sounding out race and the city." *Journal of Urban History* 38(2): 385-95.
- Sites, William. 2012. "Radical culture in black necropolis: Sun Ra, Alton Abraham, and postwar Chicago." *Journal of Urban History* 38(4): 687-719.
- Sites, William. 2012. "'We travel the spaceways': Urban utopianism and the imagined spaces of black experimental music." *Urban Geography* 33(40): 566-92.
- Sites, William, Robert J. Chaskin, and Virginia Parks. 2012. "Reframing community practice for the 21st century: Multiple traditions, multiple challenges." In *The Community Development Reader*, 2nd ed., James DeFilippis and Susan Saegert, eds. New York: Routledge.
- Sites, William, and Rebecca Vonderlack-Navarro. 2012. "Tipping the scale: State rescaling and the strange odyssey of Chicago's Mexican hometown associations." In *Remaking Urban Citizenship: Organizations, Institutions, and the Right to the City (Comparative Urban and Community Research 10)*, Michael P. Smith and Michael McQuarrie, eds. New Brunswick, NJ: Transactions Publishers.

VOISIN, DEXTER R.

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

Professor. B.A., St. Andrews College; M.S.W., Michigan; Ph.D., Columbia. Fields of Special Interest: exposure to sexual, family, and community violence; HIV/AIDS; substance abuse; international HIV prevention; social work practice.

Selected publications:

- Bird, Jason D. P., and Dexter R. Voisin. In press. "Understanding the developmental and psychosocial needs of HIV positive gay adolescents." In *Understanding prevention for HIV positive gay men: Innovative approaches in addressing the AIDS epidemic*, Leo Wilton, ed. New York: Springer Press.
- Elsaesser, Caitlin, Jun Sung Hong, and Dexter R. Voisin. In press. "Violence exposures and bullying experiences among African American youth: The protective effects of school engagement." *Children Youth and Services Review*.

- Hong, Jun Sung, Dexter R. Voisin, Sujung Cho, Douglas Smith, and Stella Resko. In press. "From peer victimization to substance use among African American adolescents in Southside Chicago: Integrating research, practice and social justice." *American Journal of Orthopsychiatry*.
- Hong, Jun Sung, Dexter R. Voisin, and Jungup Lee. In press. "Applying an ecological approach to school safety among African American youth." *Youth Violence & Juvenile Justice*.
- Kuhns, Lisa, Anna Hotton, Rob Garofalo, Abigail Muldoon, Kaitlyn Jaffe, Alida Bouris, Dexter R. Voisin, and John Schneider. In press. "A syndemic index is associated with antiretroviral medication adherence among HIV-positive youth." *AIDS Patient Care and STDs*.
- Marotta, Phillip, and Dexter R. Voisin. In press. "Assessing pathways to substance use and delinquency among low income African American adolescents." *Children Youth and Services Review*.
- Nebbitt, Von, Dexter R. Voisin, and Tirmazi Mohammed. In press. "The relationship between parental factors and early sexual onset among African American youth living in public housing." *Journal of Urban Health*.
- Voisin, Dexter R, and Dong Ha Kim. In press. "'Broken windows': Neighborhood conditions and behavioral health among low income African American youth in Chicago." *Journal of Health Psychology*.
- Voisin, Dexter R., Dong Ha Kim, Lynn Michalopoulos, and Sadiq Patel. In press. "Exposure to community violence among low income African American youth in Chicago: A latent class analysis." *Violence and Victims*.
- Dacus, Jagadisa-devasri, Dexter R. Voisin, and Judith Barker. 2017. "Proud I am HIV negative": Maintaining seronegativity among Black men who have sex with men in New York City." *Men and Masculinities*.
- McCullagh, Charlotte, Katherine Quinn, Dexter R. Voisin, and John Schneider. 2017. "Longitudinal examination of factors associated with social support satisfaction among HIV positive Black men who have sex with men." *AIDS Care*.
- Quinn, Katherine, Dexter R. Voisin, Alida Bouris, Kaitlyn Jaffee, Lisa Kuhns, Rebecca Eavou, and John Schneider. 2017. "Multiple dimensions of stigma and health factors among young Black men who have sex with men." *AIDS and Behavior* 21(1): 207-216.
- Schneider, John, Michael Kozloski, Stuart Michaels, Britt Skaathum, Dexter Voisin, Nicola Lancki, Ethan Morgan, Aditya Khanna, Keith Green, Robert Coombs, Samuel Friedman, and Edward Laumann. 2017. "Criminal justice involvement is associated with better HIV care continuum metrics among a population-based sample of young Black men who have sex with men." *AIDS* 31(1): 159-165.
- Voisin, Dexter R., Justin Hardy, Dong Ha Kim, and Caitlin Elsaesser. 2017. "The relationship between parental influences and wellbeing among low income African American youth." *Child and Youth Care Forum* 46(2): 223-242.
- Voisin, Dexter R., Anna Hotton, and John Schneider. 2017. "The relationship between life stressors and drug and sexual risk behaviors among Black men who have sex with men." *AIDS Care* 29(5): 545-551.
- Voisin, Dexter R., Dong Ha Kim, Lois Takahashi, Phillip Morotto, and Katherine Bocangera. 2017. "Involvement in the juvenile justice system for African Americans: Examining associations with behavioral health problems." *Journal of Social Service Research* 43(1): 129-140.
- Voisin, Dexter R., Katherine Quinn, Dong Ha Kim, and John Schneider. 2017. "A longitudinal analysis of antiretroviral adherence among young Black men who have sex with men." *Journal of Adolescent Health* 60(4): 411-416.
- Bird, Jason D., Michael Eversman, and Dexter R. Voisin. 2016. "'You just can't trust everybody': Disclosure strategies among HIV-positive Black men who have sex with men." *Culture Health and Sexuality* 19(8): 829-843.
- Hong, Jun Sung, Dexter R. Voisin, Sujung Cho, and Dorothy Espelange. 2016. "Association between bullying perpetration, victimization, and bully-victimization and sexual risk behaviors of urban African American adolescents in Chicago's Southside." *Journal of Immigrant and Minority Health*. doi:10.1007/s10903-016-0275-5.
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- Voisin, Dexter R., Dong Ha Kim, and Jun Sung Hong. In press. "A closer look at school bonding among African American adolescents in low income communities: A latent class analysis." *Journal of Health Psychology*.
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- Quinn, Katherine, Dexter R. Voisin, Alida Bouris, and John Schneider. 2016. "Psychological distress, drug use, sexual risks and medication adherence among young HIV-positive Black men who have sex with men: Exposure to community violence matters." *AIDS Care* 28(7): 866-872.

- So, Suzanne, Dexter R. Voisin, Amanda Burnside, and Noni Gaylord-Harden. 2016. "The relationship between future orientation and health related factors among African American adolescents." *Children, Youth and Services Review* 61: 15-21.
- Voisin, Dexter R. 2016. "The public health implications of violence exposure: Violence and immunological outcomes among perinatally HIV infected youth." *Journal of Adolescent Health* 59: 3-4.
- Voisin, Dexter R., Kathryn Berringer, Lois Takahashi, Jessica Kuhnen, and Sean Burr. 2016. "No safe havens: Protective parenting strategies for African American youth living in violent communities." *Violence and Victims* 31(3): 523-536.
- Voisin, Dexter R., Dennis Corbin, and Camesha Jones. 2016. "A conceptualization of spirituality among African American young adults." *Western Journal of Black Studies*. 4(1): 1-12.
- Voisin, Dexter R., Caitlin Elsaesser, Don Ha King, Sadiqu Patel, and Annie Cantara. 2016. "The relationship between family stress and behavioral health among African American adolescents." *Journal of Child and Family Studies* 1-10.
- Voisin, Dexter R., Anna Hotton, and Torsten Neilands. 2016. "Exposures to community violence and sexual behaviors among African American youth: Testing multiple pathways." *Behavioral Medicine*. doi: 10.1080/08964289.2016.1189394.
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- Voisin, Dexter R., Sadiq Patel, Jun Sun Hong, Lois Takahashi, and Noni Gaylord-Harden. 2016. "Behavior health correlates of exposure to community violence among low income African American adolescents in Chicago." *Children Youth and Services Review* 69: 97-105. doi:10.2016/j.childyout.2016.08.006.
- Yorke, Cordelle, Dexter R. Voisin, and Kathryn Berringer. 2016. "A systemic review: Cultural factors influencing mental health help-seeking attitudes among English speaking Caribbean immigrants in the U.S. and Britain." *Social Work in Mental Health* 14(2): 174-194.
- Elsaesser, Caitlin, and Dexter R. Voisin. 2015. "Correlates of polyvictimization among African American youth." *Journal of Interpersonal Violence* 30(17): 3022-3042.
- Hong, Jun Sung, Dexter R. Voisin, and Shantel Crosby. 2015. "A review of STI/HIV interventions for delinquent and detained juveniles: An application of the social-ecological framework." *Journal of Child and Family Studies* 24(9): 2769-2778.
- Nebbitt, Von E., and Dexter R. Voisin. 2015. "Correlates of cumulative sexual risk behaviors among African American youth living in public housing." *Journal of Epidemiology & Community Health*. doi: 0044118X15605108.
- Shi Shiu, Cheng, Dexter R. Voisin, Wei-Ti Chen, Yi-An Lo, Melissa Hardesty and Nguyen Huong. 2015. "A synthesis of 20 years of research on sexual risk taking among Asian/Pacific Islander men who have sex with men in Western countries." *American Journal of Men's Health* 10(3):170-180.
- So, Suzanne, Noni Gaylord-Harden, Dexter R. Voisin, and Darrick Scott. 2015. "Future orientation as a protective factor for African American adolescents exposed to community violence." *Youth and Society*. doi: 0044118X15605108.
- Voisin, Dexter R. 2015. "Silent Gunshots: The deafening toll of gun violence in America." *Trauma and Treatment* 5(4): 1-2.
- Voisin, Dexter R., Pan Chen, Robert Fullilove, and Kristen Jacobson. 2015. "Community violence exposure and sexual behaviors in a nationally representative sample of young adults: The effects of race/ethnicity and gender." *Journal of Social Service Research* 41(3): 295-306.
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- Bird, Jason D. P., Dexter R. Voisin, and Brooke Fisher. 2014. "Millennial college students: Digital media, sexual behavior and innovative approaches to improving sexual health." In *Understanding HIV and STI Prevention for College Students*, Leo Wilton, Robert T. Palmer, and Dina C. Maramba, eds. New York: Routledge Press.
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- King, Kelly, Dexter R. Voisin, and Ralph DiClemente. 2014. "The relationship between male gang involvement and psychosocial risks for their female juvenile justice partners with non-gang involvement histories." *Journal of Child and Family Studies* 24(9): 2555-2559.
- McFadden, Rachel B., Alida M. Bouris, Dexter R. Voisin, Nancy R. Glick, and John Schneider. 2014. "Dynamic social support networks of younger Black men who have sex with men with new HIV infection." *AIDS Care*, 26(10): 1275-82.
- Voisin, Dexter R., and Kathryn Berringer. 2014. "Interventions targeting exposure to community violence sequelae among youth: A commentary." *Clinical Social Work Journal* 43(1): 98-108.

- Voisin, Dexter R., and Caitlin Elsaesser. 2014. "Brief Report: The protective effects of school engagement for African American adolescent males." *Journal of Health Psychology* 21(4): 573-576. doi:10.1177/1359105314531607.
- Voisin, Dexter R., Anna L. Hotton, and Torsten B. Neilands. 2014. "Testing pathways linking exposure to community violence and sexual behaviors among African American youth." *Journal of Youth and Adolescence* 43(9): 1513-26.
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- Voisin, Dexter, Lois Takahashi, Kathleen Berringer, Sean Burr, and Jessica Kuhnen. 2014. "'Sex is violence': African American parents' perceptions of the link between exposure to community violence and youth sexual behaviours." *Child and Family Social Work*. doi:10.1111/cfs.12162.
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YASUI, MIWA

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

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

Selected publications:

- Yasui, Miwa. In Press. "Cultural dimensions of mental health and approaches to treatment: A dual approach in the exploratory examination of mental health beliefs, practices and experiences of Chinese American and immigrant youth and families." Chapter in *Asian American Parenting: Family Processes and Intervention*.
- Castro, Felipe Gonzalez, and Miwa Yasui. 2017. "Advances in EBI Development for Diverse Populations: Towards a Science of Intervention Adaptation." *Prevention Science* 18(6): 623-629.
- Yasui, Miwa, Kathleen J. Pottick, Yun Chen. 2017. "Conceptualizing Culturally Infused Engagement and Its Measurement for Ethnic Minority and Immigrant Children and Families." *Clinical Child and Family Psychology Review* 20(3): 250-332.
- Choi, Yoonsun, Kevin Poh Hiong Tan, Miwa Yasui, and Hyeouk Chris Hahm. 2016. "Advancing Understanding of Acculturation for Adolescents of Asian Immigrants: Person-Oriented Analysis of Acculturation Strategy Among Korean American Youth." *Journal of Youth and Adolescence* 45(7): 1380-1395.
- Liu, Cindy H., Miwa Yasui, Rebecca Giallo, Ed Tronick, and Larry J. Seidman. 2016. "U.S. Caregivers with Mental Health Problems: Parenting Experiences and Children's Functioning." *Archives of Psychiatric Nursing* 30(6): 753-760.
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- Yasui, Miwa. 2015. "The cultural ecogram: A tool for enhancing culturally anchored shared understanding in the treatment of ethnic minority families enhancing culturally anchored shared understanding in the treatment of ethnic minority families." *Journal of Ethnic and Cultural Diversity in Social Work* 24(2): 89-108.
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- Choi, Yoonsun, Kevin Poh Hiong Tan, Miwa Yasui, and Dina Drankus Pekelnicky. 2014. "Race-ethnicity and culture in the family and youth outcomes: Test of a path model with Korean American youth and parents." *Race & Social Problems* 6(1): 69-84.
- Yasui, Miwa, and David B. Henry. 2014. "Shared understanding as a gateway for treatment engagement: A preliminary study examining the effectiveness of the Culturally-Enhanced Videofeedback Engagement (CEVE) intervention." *Journal of Clinical Psychology* 70(7): 658-72.

YBARRA, MARCI A.

SSA Scholar Page (<http://ssascholars.uchicago.edu/m-ybarra>)

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

Selected publications:

- Ybarra, Marci A., Alexandra Stanczyk, and Yoonsook Ha. In press. "The role of paid leave availability and TANF generosity in welfare participation and material hardship around a birth." *Family Relations*.
- Ha, Yoonsook, Marci Ybarra, and Anna D. Johnson. 2017. "Variation in early cognitive development by maternal immigrant documentation status." *Early Childhood Research Quarterly* 41: 184-195.
- Ybarra, Marci, Yoonsook Ha, and Jina Chang. 2017. "Health insurance coverage and routine health care use among children by family immigration status." *Children and Youth Services Review* 79: 97-106.
- Diaz-Strong, Daysi X., and Marci A. Ybarra. 2016. "Disparities in high school completion among Latinos: The role of the age-at-arrival and immigration status." *Children and Youth Services Review* 71: 282-289.
- Ha, Yoonsook, and Marci Ybarra. 2014. "The role of parental immigration status in Latino Families' Child Care Selection." *Children and Youth Services Review* 47(P3): 342-351.
- Ha, Yoonsook, and Marci A. Ybarra. 2013. "Are strong work-first welfare policies aligned with generous child care provisions? What states are doing and the implications for social work." *Families in Society* 94(1): 5-13.
- Ybarra, Marci A. 2013. "Implications of paid family leave for welfare participants." *Social Work Research* 37(4): 375-87.
- Cancian, Maria, Jennifer L. Noyes, and Marci Ybarra. 2012. "The Extended TANF application period and applicant outcomes: Evidence from Wisconsin." *Social Work Research* 36(4): 273-88.
- Shafer, H. Luke, and Marci A. Ybarra. 2012. "The welfare reforms of the 1990s and the stratification of material well-being among low-income households with children." *Children and Youth Services Review* 34(9): 1810-17.
- Ha, Yoonsook, Katherine Magnuson, and Marci A. Ybarra. 2012. "Patterns of child care subsidy receipt and the stability of child care." *Children and Youth Services Review* 34(9): 1834-44.

ZARYCHTA, ALAN

SSA Scholar Page (https://ssascholars.uchicago.edu/a-zarychta/publications_zarychta)

Assistant Professor. B.S., Northwestern University; M.A., Ph.D., University of Colorado Boulder. Fields of Special Interest: public health, public policy, governance, Latin America.

Selected publications:

- Zarychta, Alan. 2015. "Community Trust and Household Health: A Spatially-Based Approach with Evidence from Rural Honduras." *Social Science & Medicine* 146: 85-94.
- He, Yuan, Alan Zarychta, Joseph B. Ranz, Mary Carroll, Lori M. Singleton, Paria M. Wilson, and Elizabeth P. Schlaudecker. 2012. "Childhood Immunization Rates in Rural Intibuca, Honduras: An Analysis of a Local Database Tool and Community Health Center Records for Assessing and Improving Vaccine Coverage." *BMC Public Health* 12: 1056.



ASSOCIATES

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FIELD AGENCIES

THIS LIST IS A SAMPLE LISTING OF FIELD PLACEMENTS FROM THE 2016-17 ACADEMIC YEAR. FOR MORE INFORMATION REGARDING FIELD PLACEMENTS, PLEASE CONTACT THE DIRECTOR OF FIELD EDUCATION (NCHERTOK@UCHICAGO.EDU).

- Access Living of Metropolitan Chicago
- Access Living of Metropolitan Chicago - Youth Team
- Advocate Children's Hospital-Pediatric Medical Social Work
- Advocate Illinois Masonic - Crisis Team - AIMMC
- Advocate Illinois Masonic Medical Center - Behavioral Health Services
- Advocate Lutheran General Hospital - Adult Day Hospital - Intensive Outpatient Program
- Affinity Community Services
- After-School All-Stars
- Aging Care Connections
- Aging Care Connections-Information & Assistance Internship
- Albany Park Community Center - Clinical
- Alianza Americas (formerly-National Alliance of Latin American and Caribbean Communities)
- Alternative Schools Network
- Alternatives, Inc. - Admin & Urban Arts First Year Placement
- Ann and Robert H. Lurie Children's Hospital of Chicago - Child and Adolescent Psychiatry
- Ann and Robert H. Lurie Children's Hospital of Chicago - Family Services - Medical Social Work
- ARISE Chicago - Worker Center
- Ark (The)
- Asian Americans Advancing Justice (formerly Asian American Institute)
- Baker College Prep
- Barr-Harris Children's Grief Center
- Beacon Therapeutic Diagnostic and Treatment Center
- Breakthrough Urban Ministries
- Bright Star Community Outreach - TEAM Program
- Bright Star Community Outreach - Family Advocacy Center
- Brighton Park Neighborhood Council - Full Service Community School Initiative
- Broadway Youth Center
- BUILD, Inc.
- Cabrini Green Legal Aid - Client Support Services
- Captain James A. Lovell Federal Health Care Center
- Catholic Charities - Community Casework and Counseling
- Catholic Charities - Refugee Resettlement Program
- Center for Advancing Domestic Peace, Inc.
- Center for Changing Lives - Housing Internship
- Center for Community Arts Partnerships Columbia College Chicago - School Based
- Center for Law and Social Work - Family Matters Program
- Center on Halsted - Behavioral Health
- Centers for Medicare and Medicaid Services - Division of Medicaid and Children's Health Operations
- Chapin Hall at the University of Chicago
- Chicago Area Fair Housing Alliance
- Chicago Center for Youth Violence Prevention (formerly at Chapin Hall)
- Chicago Center for Youth Violence Prevention
- Chicago Child Care Society
- Chicago Child Care Society - Teen Parent Initiative - Next Step College Readiness
- Chicago Children's Advocacy Center - Clinical Social Work Internship
- Chicago Children's Advocacy Center - Family Advocacy Program
- Chicago Coalition for the Homeless
- Chicago Collegiate Charter School

- Chicago Commons - Direct Practice/Clinical
- Chicago Counseling Associates - Internship Program
- Chicago Department of Family & Support Services - Office of Policy and Advocacy
- Chicago Foundation for Women
- Chicago Freedom School
- Chicago Hyde Park Village
- Chicago Institute for Psychoanalysis
- Chicago Lakeshore Hospital - Adult Inpatient
- Chicago Metropolitan Battered Women's Network
- Chicago Public Schools - Bowen High School
- Chicago Public Schools - Community Schools Initiative
- Chicago Public Schools - Network 4 (formerly Family & Community Services)
- Chicago Public Schools - Office of Diverse Learner Student Supports
- Chicago Public Schools - Tilden High School
- Chicago Torture Justice Center
- Chicago Volunteer Legal Services
- Chicago Women's Health Center
- Chicago Youth Centers - Rebecca K. Crown Youth Center
- Chicago Youth Centers: Education Support Initiative (ESI) Program
- Chicago Youth Programs - CORE Placement
- Child Link - Counseling Department
- Children's Home & Aid - Public Policy and Advocacy
- Children's Home & Aid - Behavioral Health
- Children's Home & Aid - Rice Child and Family Center
- Children's Place Association - Family & Community Services and Early Learning Center
- Children's Research Triangle - Trauma Treatment Program
- Chinese American Service League - Family Learning and Resource Center
- Chinese Mutual Aid Association
- Christian Community Health Center - Behavioral Health Services
- CICS - Northtown
- City Colleges of Chicago Wellness Centers - Olive Harvey College
- CJE SeniorLife - Community Counseling
- Community Counseling Centers of Chicago-Adolescent & Children Outpatient - North Location
- Corporation for Supportive Housing
- Council for Jewish Elderly Senior Life - Lieberman Center for Health and Rehabilitation
- Daniel Murphy Scholarship Fund
- Department of Children and Family Services - Office of the Inspector General
- Depression and Anxiety Specialty Clinic of Chicago
- DRW Trading College Prep
- Easter Seals of Metropolitan Chicago - Therapeutic Day School
- Edward Hines, Jr., VA Hospital
- Elgin School District U-46
- Enlace Chicago - School-Based Mentors
- EPIC Academy Charter High School
- Erie Family Health Center - Behavioral Health
- Erie Neighborhood House
- Evanston/Skokie School District 65
- Facing Forward to End Homelessness
- Family Rescue Community Outreach Program
- Family Rescue Court Program
- Federal Defender Program - Mitigation
- Federation for Community Schools
- Feeding America, formerly America's Second Harvest
- Forefront (formerly Donor's Forum)

- Gary Comer College Prep Noble Street S. Campus (Charter High School)
- Gary Comer Youth Center
- Gateway Foundation - Chicago River North Outpatient Program
- Gateway Foundation - LSTAR and Aspire Programs
- Girls in the Game
- Glenbrook District 225 Off-Campus
- Grassroots Collaborative
- Greater Chicago Food Depository
- Greater Lawndale High School for Social Justice
- Hansberry College Prep
- Heartland Alliance for Human Needs - International Programs
- Heartland Alliance Marjorie Kovler Center
- Heartland Health Outreach - Behavioral Health Services
- Heartland Human Care Services - Asset Building
- Heartland Human Care Services - Outpatient Service
- Heartland Human Care Services - Refugee and Immigrant
- Heartland Human Care Services - Shelter Plus Care-Housing Division
- Heartland Human Care Services - Supportive Housing
- Heartland Human Care Services - Violence Recovery
- Heartland Human Care Services - Youth & Residential
- Heartland Human Care Services - Freedom from Trafficking Program
- Heartland Human Care Services - Stable Futures
- Hinsdale Family Medicine Center
- Howard Brown Health - Older Adult Services
- Howard Brown Health - Social Services
- Howard Brown Health Center - Behavioral Health Services
- Illinois Coalition for Immigrant and Refugee Rights
- Illinois Collaboration On Youth (ICOY) formerly Youth Network Council
- Illinois Criminal Justice Information Authority - Research and Analysis Unit
- Illinois Criminal Justice Information Authority - Adult Redeploy Illinois
- Illinois Department of Juvenile Justice - Aftercare Program
- Illinois Guardianship and Advocacy Commission
- Illinois Public Health Institute
- Infant Welfare Society of Evanston
- Ingalls Memorial Hospital - Behavioral Health
- Inner-City Muslim Action Network - Behavioral Health Services
- Insight Behavioral Health Centers
- Inspiration Corporation - Employment Services
- Institute for Juvenile Research
- International Organization for Adolescents (IOFA)
- Jesse Brown V.A. Hospital
- Jewish Child and Family Services (JCFS)
- Jewish Child and Family Services - Virginia Frank Child Development Center
- Jewish Child and Family Services (Outpatient Counseling)
- John H. Stroger, Jr., Hospital of Cook County - Department of Trauma
- Johnson College Prep
- Josselyn Center
- Juvenile Protective Association
- JVS Chicago - Placement Assistance and Training Program
- KIPP Bloom College Prep
- Korean American Community Services - Wellness (Counseling) Program
- La Rabida Children's Hospital & Research Center
- Lake View High School
- Lakeview Pantry

- Latino Policy Forum (formerly Latinos United)
- Law Project (The)
- Lawndale Christian Legal Center - Social Services Program
- Legacy Charter School
- Legal Aid Society of Metropolitan Family Services - Victim Legal Assistance Network
- Lawyers' Committee for Better Housing
- Leyden Family Services and Mental Health Center - Aftercare Department
- Liberty Junior High School
- Lincoln Park Community Shelter
- Little Brother's Friends of the Elderly
- Little Friends, Inc. - The Mansion
- Mandel Legal Aid Clinic
- Margaret Manor (Sacred Heart, Margaret Manor North and Margaret Manor Central)
- McGaw YMCA - Achiever's and SOAR
- Mercy Home - Girls Campus Academy
- Mercy Home for Boys and Girls
- Mercy Housing Lakefront - Tenant Leadership
- Metropolitan Family Services - Domestic Violence Counseling Program
- Metropolitan Family Services - Public Policy
- Metropolitan Family Services - Adult Mental Health Outpatient
- Metropolitan Family Services - Midway Center - Adoption Preservation Program
- Metropolitan Family Services - Older Caregiver Project
- Metropolitan Family Services - Quality and Outcomes
- Metropolitan Planning Council - Cost of Segregation Project
- Midwest Care Management Services
- Mikva Challenge
- Misericordia Homes
- Montessori School of Englewood
- Morton School Based Health Center
- Mt. Sinai Hospital - Under the Rainbow (Children and Adolescent Outpatient Behavioral Health)
- Mt. Sinai Hospital - Psychiatry and Behavioral Health - Adult Program
- Muchin College Prep
- Naperville Community Unit School District 203
- New Trier High School
- Noble Street College PRep
- North Shore Senior Center - House of Welcome Adult Day Services
- North Side Housing & Supportive Services - Day Support Services Center
- Northshore University Health System-Evanston Adolescent Day School
- Northwest CASA (Center Against Sexual Assault)
- Northwest Compass
- Northwestern Medicine - Stone Mental Health Center - First Year Placement
- Northwestern Medicine - Stone Mental Health Center - Outpatient Psychiatry
- Northwestern Medicine - Stone Institute of Psychiatry - Inpatient
- Northwestern Medicine - Stone Institute of Psychiatry - Intensive Case Management
- Northwestern University - Feinberg School of Medicine Center for Healthcare Studies
- Northwestern University - Health Promotion and Wellness
- Northwestern School of Law - Child and Family Justice Center (Bluhm Legal Clinic)
- Northwestern University - Feinberg School of Medicine
- Northwestern University - Health Promotion and Wellness
- Oak Park Public Schools - District 97
- Oak Street Health - Care Management
- Ounce of Prevention Fund (The)
- PCC Community Wellness Center
- Peer Services - Prevention Program

- Peer Services, Inc. - Adolescent Program - Substance Use Treatment
- Perspectives Charter School IIT/Math and Science Academy
- Perspectives Charter Schools
- Perspectives Leadership Academy
- Perspectives, Ltd.
- Pillars - Community Support Team Internship
- Planned Parenthood/Chicago Area
- Polk Bros. Foundation
- Presence Behavioral Health - St. Francis Outpatient Behavioral Health Clinic
- Presence Behavioral Health (formerly Resurrection)
- Presence Health- Harborview Recovery Center
- Presence Saint Mary and Elizabeth Medical Center - Inpatient Behavioral Health
- Presence Saint Mary and Elizabeth Medical Center Family Medicine Residency Program
- Pritzker College Prep
- Public Health Institute of Metropolitan Chicago
- Rape Victim Advocates
- Rape Victim Advocates - Education and Training Program
- Rehabilitation Institute of Chicago - Clinical
- Renfrew Center of Illinois
- Replogle Center for Counseling and Well-Being (formerly Lorene Replogle Counseling Center)
- Response Center - Center for Sexual Health
- River City Community Development Center
- River Forest Public Schools - District 90
- Rush University Medical Health Center - Health and Aging
- Rush University Medical Health Center - Health and Aging -Rush Epilepsy Center
- St. Anthony Hospital - Community Wellness - Family Support Program
- Salvation Army - Harbor Light Center
- Salvation Army - Mobile Outreach
- Sarah's Circle
- Sarah's Inn
- SGA Youth and Family Services - Academy of Urban School Leadership - Counseling
- Skokie School District 73 - 1/2
- Sonia Shankman Orthogenic School
- South Suburban Family Shelter
- SSA - Professor Matt Epperson
- Strive
- Taller de Jose
- TASC, Inc. - Mental Health Court Program
- Teen Living Programs - Shoulder To Shoulder
- The ARK of St. Sabina
- The ARK of St. Sabina - After School Program
- The ARK of St. Sabina - Youth Academic and Life Enrichment
- Thirty Million Words Project - University of Chicago
- Thresholds - Bridge Central North
- Thresholds Substance Use Treatment Programs
- Thresholds - Mobile Assessment - Unit Chicago Dept. of Public Health Project
- Thresholds - Mobile Assessment - Shelter Library
- Thrive Counseling Center
- Trilogy, Inc. -ACT
- Turning Point Behavioral Health Center
- UCAN - Counseling & Youth Development Services
- UIC College Prep High School - The LSV Campus
- Umoja Student Development Corporation - Restorative Justice and Social Emotional Learning
- University of Chicago Charter School - Carter G. Woodson Charter School

- University of Chicago Charter School - North Kenwood Oakland Campus
- University of Chicago Charter School - Woodlawn Campus
- University of Chicago - Chicago Center for HIV Elimination
- University of Chicago - Collegiate Scholars Program
- University of Chicago Medicine - Comprehensive Care Program
- University of Chicago Medicine Adult and Pediatric HIV Program - Care2Prevent
- University of Chicago Medicine - Care2Prevent - Social Administration
- University of Chicago - Center for Global Health (formerly Global Health Initiative)
- Urban Prep Academies - Direct Practice
- U.S. Commission on Civil Rights - Regional Programs
- U.S. Department of Housing and Urban Development, Office of Community Planning and Development, Chicago Regional Office
- Village of Skokie Office of Human Services
- Warming House Youth Center
- Warren Bar Lincoln Park (Formerly The Grove at Lincoln Park)
- Wilmette District 39
- Woods Fund of Chicago
- Year UP Chicago
- YMCA - Youth Safety and Violence Prevention
- Young Center for Immigrant Children's Rights at the University of Chicago Law School
- Youth & Opportunity United (YOU - formerly Youth Organizations Umbrella)
- Youth Crossroads
- Youth Guidance - Administrative
- Youth Guidance - B.A.M. Training Institute
- Youth Guidance - School Based Counseling
- Youth Outreach Services - Melrose Park
- YWCA of Metropolitan Chicago - Sexual Violence and Support Services - Adult Counseling Program



SSA CALENDAR

International Student Orientation: September 11-15

EEP Orientation: September 16

MA and PhD Orientation: September 18-20

Autumn Quarter Registration: September 18-22

AUTUMN QUARTER 2017

Description	Date(s)
Field Work Ends and Evaluations Due to Field Consultant (Final 1st year Core EEP evaluation)	September 25
Classes Begin	September 25
Field Work Begins (Second year students)	October 2
Field Work Begins (First year students)	October 3
Field Work Learning Agreements Due to Field Consultant (Full-time Program)	October 20
Field Work Learning Agreements Due to Field Consultant (EEP students)	November 13
Winter Quarter Registration	November 13-17
Thanksgiving Holiday	November 23-24
Field Work Evaluations Due to Field Consultant (Full-time Program)	December 1
Field Work Ends	December 8
Autumn Quarter Degrees Conferred	December 8
Quarter Ends	December 9
Winter Break	Dec. 10 - Jan. 1

WINTER QUARTER 2018

Description	Date(s)
Classes and Field Work Begin	January 2
Dr. Martin Luther King, Jr., Birthday Observance	January 15
Field Work Evaluations Due to Field Consultant (All EEP students)	January 22
Spring Quarter Registration	February 19-23
Field Work Evaluations Due to Field Consultant (Full-time Program)	March 9
Winter Quarter Degrees Conferred	March 16
Field Work Ends	March 16
Quarter Ends	March 17
Spring Break	March 18-25

SPRING QUARTER 2018

Description	Date(s)
Classes and Field Work Begin	March 26
Field Work Evaluations Due to Field Consultant (All EEP students and Full-time second year students)	May 21
Memorial Day Holiday	May 28
Field Work Evaluations Due (Full-time first year students)	June 1
Field Work Ends (Second year Full-time and graduating EEP students)	June 1
Field Work Ends (First year Full-time students)	June 8
Hooding Ceremony	June 8
Quarter Ends	June 9
Spring Quarter Convocation	June 9

* Calendar is subject to change.



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