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# SSA ANNOUNCEMENTS

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In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, applicants for admission or employment, and those seeking access to 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 under the 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](mailto: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.



# OFFICERS AND ADMINISTRATION

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Robert J. Zimmer, President of the University

Daniel Diermeier, Provost

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Robert J. Chaskin, Deputy Dean for Strategic Initiatives

Mark E. Courtney, Editor, "Social Service Review"

Sydney L. Hans, Deputy Dean for Research and Faculty Development

Julia R. Henly, Chair, SSA Doctoral Program

J. Curtis McMillen, Deputy Dean for Curriculum

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Sara C. Furr, Dean of Students

Esty Gur, Associate Dean for Administration

Michael A. Jogerst, Assistant Dean and Director of Career Services

Mari Philipsborn, Associate Dean of Development

Kristen Reid-Salomon, Assistant Dean of Students

Adrian Talbott, Assistant Dean for Civic Engagement

C. Gidget Ambuehl-Armstrong, HR/Office Manager

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Mary S. Debose, Assistant Director of Admissions

Sarah Hyde, Assistant Director of Admissions

Bharathi Jayaram, Associate Director of Field Education

Julie Jung, Director of Marketing and Communications

Richard J. Kass, Director of Information Technologies and Facilities

Ronald P. Martin, Director of Admissions

Eleanor Mattern, Librarian

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Maureen Stimming, Director of Professional Development Program and Marketing

Paula Tsurutani, Senior Strategic Writer

Kari E. Walsh, IRB Director

## OFFICERS OF INSTRUCTION

William Borden, Ph.D., Senior Lecturer

Alida M. Bouris, Ph.D., Associate Professor; Co-Director, Chicago Center for HIV Elimination; Co-Director, Behavioral, Social, and Implementation Sciences Core of the Third Coast Center for AIDS Research; Fellow, Center for Health Administration Studies; Faculty Affiliate, Center for Interdisciplinary Inquiry and Innovation in Sexual and Reproductive Health and Center for the Study of Gender and Sexuality

Evelyn Z. Brodtkin, Ph.D., Associate Professor

E. Summerson Carr, Ph.D., Associate Professor; Faculty Associate, Anthropology Department and Department of Comparative Human Development; Faculty Affiliate, Center for the Study of Gender and Sexuality

Robert J. Chaskin, Ph.D., Professor; Affiliated Scholar, Chapin Hall; Faculty, Graduate Program in Health Administration and Policy. He holds the UNESCO Chair for Inclusive Urbanism at SSA.

Yoonsun Choi, Ph.D., Associate Professor; Faculty Affiliate, Center for the Study of Race, Politics, and Culture

Mark E. Courtney, Ph.D., Samuel Deutsch Professor; Affiliated Scholar, Chapin Hall; Principal Investigator, California Youth Transitions to Adulthood Study (on leave 2018-19)

Matthew W. Epperson, Ph.D., Associate Professor; Fellow, Center for Health Administration Studies; Faculty Affiliate, Center for the Study of Race, Politics, and Culture; Faculty Director, Smart Decarceration Initiative

Eve L. Ewing, Ph.D., Assistant Professor; Faculty Affiliate, Center for the Study of Race, Politics, and Culture

Gina Fedock, Ph.D., Assistant Professor; Faculty Affiliate, Center for the Study of Gender and Sexuality

Angela García, Ph.D., Assistant Professor; Fellow, Center for Health Administration Studies; Affiliated Faculty, Center for Latin American Studies; Faculty Affiliate, Center for the Study of Race, Politics, and Culture and Katz Center for Mexican Studies; Associated Faculty, Department of Sociology

Yanilda María González, Ph.D., Assistant Professor; Faculty Affiliate, Center for Latin American Studies and Center for the Study of Race, Politics, and Culture

Deborah Gorman-Smith, Ph.D., Emily Klein Gidwitz Professor; Executive Committee Member, Center for Health Administration Studies; Principal Investigator and Director, Chicago Center for Youth Violence Prevention

Colleen M. Grogan, Ph.D., Professor; Steering Committee Member, Center for Global Health; Co-Director, Center for Health Administration Studies; Affiliated Faculty, Center for Health and the Social Sciences; Chicago Center for HIV Elimination; Faculty Advisor, Graduate Program in Health Administration and Policy

Sydney L. Hans, Ph.D., Frank P. Hixon Distinguished Service Professor; Faculty, Department of Comparative Human Development

Julia R. Henly, Ph.D., Professor; Principal Investigator, Illinois/New York Child Care Research Partnership Study; Faculty Affiliate, Center for the Study of Gender and Sexuality; Co-Director, Employment Instability, Family Well-being, and Social Policy Network

E. Paul Holmes, Psy.D., Senior Lecturer

Leyla Ismayilova, Ph.D., Assistant Professor; Faculty Steering Committee Member, Center for Global Health; Fellow, Center for Health Administration Studies; Faculty, Graduate Program in Health Administration and Policy

Waldo E. Johnson, Jr., Ph.D., Associate Professor; Fellow, Center for Health Administration Studies; Faculty Affiliate, Center for the Study of Gender and Sexuality and Center for the Study of Race, Politics, and Culture (on leave 2018-2019)

Susan J. Lambert, Ph.D., Associate Professor; Co-Director, Employment Instability, Family Well-being, and Social Policy Network

Zhiying Ma, Ph.D., Assistant Professor; Faculty Affiliate, Center for East Asian Studies

Jeanne C. Marsh, Ph.D., George Herbert Jones Distinguished Service Professor; Director, Center for Health Administration Studies; Co-Director, Graduate Program in Health Administration and Policy

Nicole P. Marwell, Ph.D., Associate Professor; Faculty Fellow, Center for Spatial Data Science; Associated Faculty, Department of Sociology

Stanley G. McCracken, Ph.D., Lecturer

J. Curtis McMillen, Ph.D., David and Mary Winton Green Professor; Executive Committee Member, Center for Health Administration Studies

Reuben Jonathan Miller, Ph.D., Assistant Professor; Faculty Affiliate, Center for the Study of Race, Politics, and Culture

Jennifer E. Mosley, Ph.D., Associate Professor (on leave 2018-2019)

Harold A. Pollack, Ph.D., Helen Ross Professor; Affiliate Professor, Biological Sciences Collegiate Division and Department of Public Health Sciences; Affiliated Scholar, California Youth Transitions to Adulthood Study; Executive Committee Member, Center for Health Administration Studies; Faculty Affiliate, Center for Health and the Social Sciences; Acting Faculty Director, Graduate Program in Health Administration and Policy; Research Associate, Population Research Center; Faculty Co-Director, University of Chicago Crime Lab and University of Chicago Health Lab (on leave 2018-2019)

Shantá R. Robinson, Ph.D., Assistant Professor; Faculty Affiliate, Center for the Study of Race, Politics, and Culture

Melissa Roderick, Ph.D., Hermon Dunlap Smith Professor; Faculty Affiliate, Center for the Study of Gender and Sexuality

Gina Miranda Samuels, Ph.D., Associate Professor; Faculty Affiliate, Center for the Study of Race, Politics, and Culture

William Sites, Ph.D., Associate Professor; Faculty Affiliate, Center for the Study of Gender and Sexuality

Dexter R. Voisin, Ph.D., Professor; Fellow, Center for Health Administration Studies; Affiliated Faculty, Center for Health and the Social Sciences; Faculty Affiliate, Center for the Study of Race, Politics, and Culture; Co-Director, Chicago Center for HIV Elimination; Faculty, Graduate Program in Health Administration and Policy; Director, STI/HIV Intervention Network

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Marci A. Ybarra, Ph.D., Assistant Professor; Fellow, Center for Health Administration Studies; Faculty Affiliate, Center for the Study of Race, Politics, and Culture; Co-Director, Employment Instability, Family Well-being, and Social Policy Network

Alan Zarychta, Ph.D., Assistant Professor; Fellow, Center for Health Administration Studies; Affiliated Faculty, Center for Latin American Studies

#### FACULTY EMERITI

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Irene Elkin, Ph.D., Professor Emerita

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

Dolores G. Norton, Ph.D., Samuel Deutsch Professor Emerita

Charles M. Payne, Ph.D., Frank P. Hixon Distinguished Service Professor Emeritus

William Pollak, Ph.D., Associate Professor Emeritus

Tina L. Rzepnicki, Ph.D., David and Mary Winton Green Professor Emerita

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

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

#### 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

Raymond Craig Kennedy AB '74, AM '80, MBA '80

Stephanie D. Larsen AM '66

Amy S. Lubin AM '75

Linda Kelly Lymburn AM '80

Katharine B. (Kitty) Mann AM '69, PhD '99

Nancy Newberger

Marilyn B. Rusnak AM '71

Rev. Richard L. Tolliver PhD

David J. Vitale MBA '76

#### LIFE MEMBERS

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Frank M. Clark

Sonia Kabakow "Sunny" Fischer AM '82

Mary Winton Green AM '49

Ann Dibble Jordan AM '61

Iris J. Krieg AM '75

Beatrice Cummings Mayer EX '47

Bernice Weissbourd EX '45

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# THE FIELD AND THE SCHOOL

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## 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."

## 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 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); CalYouth; the Smart Decarceration Initiative; the Chicago Center for HIV Elimination; 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."

To further advance our community commitment, SSA added an Assistant Dean of Civic Engagement to lead new initiatives and deepen relationships with community partners. These mutually-beneficial partnerships are designed to enrich the academic experiences of our students and expand opportunities for research, while including and responding to the voices and needs of our community neighbors. In fall of 2018, SSA will partner with other campus entities when the University hosts the annual Clinton Global Initiative University. This summit will welcome more than 1,000 undergraduates and graduate students from around the world, subject matter experts, and other public figures, who will address urgent social, economic, and environmental issues. At the conclusion of the summit, attendees will participate in a "day of action" to support a project in an adjacent neighborhood.

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 fourth 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 welcomed the first cohort of students pursuing a new global social policy and practice certificate.

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 series of scholarly seminars and strategic planning workshops with support from the University of Chicago's recently established Beijing Center. These seminars explored international perspectives on social policy and urban problems, bringing 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. An edited volume summarizing these discussions is currently in press at Oxford University Press.

Further galvanizing our efforts is the Tripartite Collaboration for Advancing Social Work in China, 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. In 2017, the Collaboration launched the *Enduring Foundation* project, an on-the-ground effort to address the needs of migrant families affected by rapid urbanization. This community-based project seeks to promote the positive development and mental health of rural children and adolescents through parenting training workshops, mentoring programs, and community programs. In addition to these developing relationships, the presence of the University of Chicago's Beijing and Paris Centers and the recent opening of the University's Centers in Delhi and Hong Kong offer exciting opportunities for 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.

### 6. Theory to Action

Students prepare for positions of leadership and to be stewards of change while working in dynamic sociopolitical and fiscal contexts in hundreds of vetted field placements throughout Chicago and its surrounding communities. Chicago has a rich history of social reform, social service innovation, and community organizing that gives context and continuity to students' field experiences. The field model provides opportunity for students to engage in coursework and field work concurrently, challenging students to assess, understand and address the extraordinary range of needs that bring people into contact with nonprofit, public and private agencies.

Simultaneously, students learn from the tremendous strength, resilience, and knowledge held by the individuals and communities they serve. Students are encouraged to identify practice questions that lead to analysis, research and new approaches toward ameliorating social exclusion through community-engaged fieldwork.

While we strive to create conditions that will largely negate the need for a social work profession, we realize that social service programs and organizations serve vital safety net functions and can aid in societal transformations toward equity and social justice. SSA faculty recognize that individuals, families, and communities are rarely helped by mediocre interventions and programs. Similarly, society is rarely served by poorly conducted research or poorly crafted social policies. Therefore, SSA strives towards excellence in our practice, teaching, and scholarship.

## 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

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## 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.

*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 in 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 need to register for 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 are required to take two courses with a focus on diversity, oppression, and discrimination. SSA categorizes its diversity related courses as foundational or specialized. **At least one of the two diversity courses must be from the foundational list.** The requirements in human diversity are 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 lists of courses that meet the foundational and specialized diversity course requirements. 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 requirements. Because the diversity requirements are 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 2018-2019 academic year are listed below.

### *Foundational Diversity Courses*

Courses on this list are squarely focused on understanding oppression, discrimination, diversity, racism or difference, and/or how social workers intervene based on these understandings. The knowledge and skills conveyed in these courses should be applicable to a broad array of groups and social conditions. Students will not be able to waive this requirement based on previous coursework; it is assumed that with a variety of classes that meet the requirement, each student will be able to find one that adds to their previous knowledge and skill base.

*Approved 2018-2019 Foundational Diversity Courses:*

44122 Self-Awareness and Social Work with Diverse Populations  
 45732 Prejudice and Discrimination: Individual Cost and Response  
 47812 Human Rights and Social Work: Opportunities for Policy and Practice  
 48422 Difference and Inclusion  
 61400 The Social Meaning of Race  
 63012 Intergroup Dialogue Facilitation: Cultivating Practice Skills for Social Justice  
 63600 Culturally Responsive Intervention, Assessment, and Treatment

*Specialized Diversity Courses*

Specialized diversity courses need not have their sole focus on diversity, oppression, and discrimination, but these issues must constitute a substantial proportion of the class content. These courses may use a focus on (a) a vulnerable population, or (b) a setting or field of practice, or (c) a specific theoretical orientation, issue, or perspective to provide a context for discussions on diversity, oppression, and discrimination.

41212 Intersectional Approaches to Social Work with LGBTQIA Individuals and Communities  
 43300 The Exceptional Child  
 43622 Life Course Development: Immigrant Adolescents and Their Families  
 43912 Social Work with Veterans  
 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  
 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  
 48300 Theories and Strategies of Community Change  
 60100 Drugs: Culture and Context  
 60200 Spirituality and Social Work Practice  
 60400 Poverty, Inequality, and the Welfare State  
 61212 Perspectives on Aging  
 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  
 63900 Male Roles and Life Course Development in Family, Community, and Civil Society  
 64400 Spanish Language and Culture for Social Workers  
 65500 Harm Reduction at the Intersection of Policy, Program, and Clinical Practice  
 65712 Immigration, Law, and Society  
 65812 Making Kin: Adoption and Fostering in a Global Perspective  
 66300 Gender Considerations in International Social Work Practice

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, The Practice of Group Work (41500), 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 human behavior in the social environment (HBSE) course. For most students, this will be 32700, but those with extensive background in the socio-cultural, socio-economic, psychological, and cognitive contexts of human growth and behavior need to register for an advanced course from the Advanced HBSE list below.
5. A clinical field placement intended to provide students with an opportunity to develop, apply, and test practice knowledge and learn practice behaviors by working under the guidance of a supervisor in a clinical practice setting. Field instruction involves a minimum of 640 hours, usually 24 hours a week.

### 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

61822 Treating Complex Trauma: A Skills-based Approach

63700 Acceptance and Commitment Therapy

#### 2. Family Systems Approaches

**40800 Family Systems Approaches to Practice**

40212 Couples Therapy

41712 Clinical Assessment in Abusive Family Systems

62512 Gottman Method Couples Therapy

#### 3. Psychodynamic Approaches

**41000 Psychodynamic Practice Methods I**

41100 Psychodynamic Practice Methods II

## 61732 The Therapeutic Relationship in Contemporary Psychodynamic Practice

A one-quarter course in The Practice of Group Work (41500), 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.

\* 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. 2018-2019 examples include:

43412 Qualitative Inquiry and Research

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

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

43622 Life Course Development: Immigrant Adolescents and Their Families

44212 Abuse-Focused Child Therapy and the Helping Relationship

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

60800 Child and Adolescent Trauma

61212 Perspectives on Aging

61822 Treating Complex Trauma: A Skills-based Approach

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

## Electives

Students have the opportunity to take elective courses in areas of interest. Courses may be selected from the curriculum offerings on particular fields of practice, theories of behavior, treatment modalities, social problems, target populations, 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

- 49822 Community Organization: Historical Contexts and Contemporary Challenges

#### Selected Strategies

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 2018-2019:

#### **CLUSTER**

47300 Strategic Management: External Factors

49600 Financial Management for Non-profit Organizations

62600 Philanthropy, Public Policy, and Community Change

64600 Quality Monitoring and Improvement for the Social Services

#### **CONTEXT**

60312 Inequality at Work

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

49701 Administrative Methods

### 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

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  
 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  
 62912 Global Development and Social Welfare

### 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 quarters 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 must 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](mailto: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 a series of global programs at SSA.

The Global Social Development Practice Program of Study (<http://ssa.uchicago.edu/global-social-development-practice>) is designed for students interested in understanding social welfare challenges in a globalizing world. Internationally, processes of urbanization, economic liberalization, and various dimensions of globalization have had an increasing influence on local contexts. Along with some social benefits, these changes have led to a number of social problems and policy challenges. These occur across a range of social arenas, including growing disparities in wealth, income access to opportunity, and new pressures on service systems and governance regimes.

### Global Social Development Practice Certificate Program

The Objective of The Certificate in Global Social Development Practice (<http://ssa.uchicago.edu/certificate-global-social-development-practice-gsdp>) (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.

### SSA Study Abroad

International perspectives on social welfare are crucial to SSA's leadership role in social policy and social work. Both Clinical Practice and Social Administration students at SSA can enrich their educational experience through study abroad, regardless of their choice of elective sequence. We offer programs in India and Hong Kong and China.

#### India:

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 Winter quarter for interested students. This program includes students and faculty from the Tata Institute.

#### China and Hong Kong:

Students can participate in 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 offer courses that focus on international social work and social welfare, cross-national comparative perspectives, and/or implications that global processes may have on social work practice. Courses available at SSA in 2018-2019 include:

- 41412 Global Mental Health
- 45112 Contemporary Immigration Policy and Practice
- 46522 Clinical Practice with Survivors of Torture and Political Violence
- 46922 Structuring Refuge: U.S. Refugee Policy and Resettlement Practice
- 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
- 65812 Making Kin: Adoption and Fostering in a Global Perspective
- 66300 Gender Considerations in International Social Work Practice

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.

### 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), 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 strengths and challenges of children with disabilities, 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 Assessment in Abusive Family Systems (41712), Practicing with Integrity in Trauma-Informed Care (64912), or Child and Adolescent Trauma (60800). 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, because 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.

### Advanced Standing Program

The Advanced Standing Master's (<http://ssa.uchicago.edu/advanced-standing-program>) program is designed for exceptional students who have graduated from an accredited baccalaureate social work program within the past five years. Enrollment in this program begins in the Summer quarter. Students register for four quarters of full-time study in their chosen concentration, which includes 12 advanced courses and 640 hours of field placement (<http://ssa.uchicago.edu/field-education-hours>) for Clinical Practice students and 496 for Social Administration students. Field placements can be completed during the academic year with a potential summer start. 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

A PhD from the University of Chicago School of Social Service Administration opens doors to careers in academic research and teaching. Some graduates also pursue research careers and related positions outside of academia. Building upon the School's founding principles, doctoral students receive rigorous training in the

history of the social work profession, the foundations of social welfare provision, and interdisciplinary social science theories and research methods. The program prepares students to pursue independent and innovative scholarly inquiry in social work and related fields that advances understanding and shapes solutions to the most pressing problems of our time. SSA's Doctoral Program has been the premier training ground for leading social welfare scholars since 1920.

The diverse theoretical and methodological training of SSA's faculty make the program uniquely positioned to support a wide array of student interests. Current doctoral students study topics such as child welfare, urban education, health care, youth violence, poverty and inequality, urban politics, criminal justice, low-paid employment, and substance use and abuse. They research public policies, human service organizations, and social programs affecting diverse populations in the United States and globally: immigrants and refugees, racial/ethnic and sexual minorities, low-income workers, parents, children and adolescents, and individuals with health and mental health challenges and special needs. In their individualized area of study, SSA doctoral students work closely with faculty members to investigate the determinants and consequences of social problems; to study systems and processes of marginalization; to analyze institutional, community, and policy responses to human need; and to develop and evaluate practice methods and interventions at micro, meso, and macro levels. Many SSA faculty members have deep ties to community agencies locally and internationally as well as local, state, and national governments, granting students access and opportunities to conduct engaged scholarship with real world impact.

A primary goal of the SSA doctoral program is to prepare students for academic positions in schools of social work and related disciplines. Although some of our students conduct research on clinical practice interventions, we do not offer a DSW or provide advanced clinical training for practitioners beyond the master's level.

### **Doctoral Curriculum**

The Doctoral Program is flexibly structured so that students can pursue a curriculum matched to their individual interests. It is at the forefront of schools of social work that emphasize the role of social science theory and rigorous empirical methods in guiding the investigation of social problems and interventions. Students in the program are encouraged to design a course of study that harnesses the strengths of SSA and the wider University. In consultation with a faculty advisor, each student develops a program of study that includes two years of coursework, a qualifying examination, a publishable pre-dissertation research project, and a dissertation thesis. Doctoral students also have the opportunity to collaborate with faculty in their research and to serve as teaching assistants or instructors.

SSA courses explore the theoretical underpinnings of social work and social welfare scholarship from a variety of disciplinary perspectives and levels of analysis. Students take SSA courses in historical foundations, research methods, and in at least two of several broad domains: politics and social policy; sociological perspectives on inequality, human service organizations; critical and cultural perspectives; community organization; life course development; and psychological processes of individual change; and economics. As an integral part of a major research university, the Doctoral Program at SSA enjoys access to a rich array of course offerings within the University of Chicago. All SSA doctoral students take courses across the university in such departments as Anthropology, Economics, History, Human Development, Political Science, Public Health Sciences, and Sociology, and in the professional schools of Business, Law, Medicine, 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> ) ( <http://www.btaa.org/home> ) ( <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. These students have demonstrated an exceptional commitment to interventions with vulnerable populations, human services, community work or policy research and practice. Because many schools of social work do not hire faculty without a master's degree in social work, the opportunity to attain the master's degree for students entering without this background is important for successful post-graduation academic career placement. The combined program has blended requirements that allow some doctoral courses to be applied toward the master's degree. Participation in the combined program typically adds one year to the length of doctoral studies and includes a field placement.

### **Supports for Students**

#### **Financial Support**

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 a \$27,000 stipend each year for five years. To qualify for this financial aid, students must:

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

3. complete the research and teaching assistantship requirements (see below\*).

\*In years 1 and 2 of the doctoral program, students are 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 are expected to serve as a teaching assistant or instructor for three SSA classes. The School pays 82 percent of tuition during years 6 through 10 for students who continue to be enrolled in the program.

In addition, students may apply for three years of summer support (\$3,000 per summer) to pursue continued doctoral study activity, contingent on student submission of a summer work plan approved by the doctoral chair.

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

### **Advising Support**

All students are assigned a faculty advisor at the beginning of their first year. Many students maintain the same advisor throughout their time in the program; however, students are allowed to change advisors during the program should they identify a SSA faculty member that better aligns with their interests and professional goals. Also, the faculty advisor may or may not be the same as the faculty supervisor for the research assistantship and pre-dissertation research project. Students are encouraged to work with more than one faculty member throughout their time in the program.

Students should regularly consult their advisor on course selection, to discuss research and teaching opportunities, and for career-related advice. Every spring, students meet with their advisor in person to jointly review the student's program of study. During this meeting, the student and faculty member complete the "advising checklist" and discuss the student "self-assessment," a written document prepared by the student in advance of the meeting. The advising checklist is meant to ensure that program milestones are being met. The assessment activity provides an opportunity for the student and advisor to discuss past program accomplishments and challenges, to consider the student's developing scholarly interests, and importantly to develop a strategic plan of action for the following year that identifies program-specific and professional goals and a means for accomplishing them.

### **Requirements for the PhD Degree**

Students attend the Doctoral Program full-time. Students take a minimum of 15 courses. At least 5 courses must be in research methods. At least 3 courses must be taken in other departments or professional schools. It is expected that these 3 courses are in a single discipline or substantive area. 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. Pre-dissertation projects may grow out of research assistantships at SSA or elsewhere at the University of Chicago or from papers initially written by students as course requirements, usually further developed under the guidance of the class instructor. 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 historical foundations of social work as well as their understanding of core literatures in two of eight conceptual domains. 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. The examination is based on reading lists developed by the faculty. The reading lists for the qualifying examination overlap somewhat with reading lists for courses offered at SSA.

Finally, students are required to successfully complete a dissertation project. A three-member committee consisting of the dissertation chair (a faculty member from SSA), another SSA faculty member and one faculty member external to SSA supervises the dissertation project. Two additional SSA faculty members are brought on as reactors for the dissertation proposal hearing and the thesis defense. As the culmination of the doctoral program, the dissertation thesis reflects the student's ability to use theoretical knowledge and analytic tools to advance knowledge in a particular area of concern to social work and social welfare scholarship.

### **Timeline**

In general, PhD students take from four to five years to complete the PhD program. PhD/AM students generally take an additional year. The table below outlines the suggested plan for progress in the PhD program:

<b>Requirements</b>	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>	<b>Fourth Year and Beyond</b>
Coursework	Courses to meet degree requirements	Courses to meet degree requirements	Coursework completed by beginning of year	
Qualifying Exam			Qualifying exam completed in September of third year	
Dissertation	Pre-dissertation research	Pre-dissertation research	Dissertation proposal and hearing	Dissertation data collection, analysis, writing, and defense
Research/Teaching Assistantships (RA/TA)	First RA	Second RA	0 – 3 TAs	Student must have completed 3 TAs by end of fifth year



# ADMISSION REQUIREMENTS

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In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, applicants for admission or employment, and those seeking access to 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](mailto: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, 2018. It is subject to change.

## ACADEMIC REQUIREMENTS FOR ADMISSION

### MASTER OF ARTS

The Council on Social Work Education (CSWE) and SSA's criteria for admission to the Master's Program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs. We require an undergraduate degree in social work (BSW) only if you are applying to the Advanced Standing Master's Program.

It is expected that the quality of the undergraduate record will be strong enough to ensure the candidate's ability to do work 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 Advanced Standing 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 (CSWE) 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:

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

# APPLICATION DATES AND DEADLINES

Students enter all programs in the Autumn quarter. The exception is the Advanced Standing student who starts classes in the Summer 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 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.

\*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) (<http://www.fafsa.ed.gov>), and also the University's Application for Loans and Federal Assistance at <http://financialaid.uchicago.edu/graduate>.
- *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 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 or Summer quarter for Advanced Standing students.

#### 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 \$78,386 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

The following is an estimate of expenses for master's students enrolled full-time in the program (three classes) during the 2018-19 academic year. This is based on a nine-month budget with a modest standard of living.

Activity	Fee
Tuition	\$48,759
Student Life Fee*	\$1,209
One-time Lifetime Transcript Fee	\$75
University Student Health Basic Insurance Plan (student only)	\$4,398
Room and Board	\$17,100 (estimated)
Personal Expenses	\$2,970 (estimated)
Books & Supplies	\$1,785 (estimated)
Commuting to and from field placement only (includes quarterly U-Pass** fee)	\$2,556
Total for a single student	\$78,852

\*The Student Life Fee covers many services dedicated to enhancing the quality of student life and campus activities, and is used to provide and promote educational, social, cultural, and recreational programs and services for all students throughout the year.

\*\*The U-Pass program allows cardholders to enjoy unlimited rides on Chicago Transit Authority (CTA) trains and buses during the academic year.

## 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 2018-2019 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)	\$4,398
Student Life Fee (each quarter)	\$403
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	\$316
Tuition per quarter for Master's Program:	
Graduate program of three courses	\$16,253
EEP and part-time day program of two courses	\$11,619
One course	\$6,371
Non-Degree Visitor	\$1,301
Tuition per quarter for Doctoral Program:	
Scholastic Residence	\$16,253
Advanced Residence	\$6,427
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, SSA 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, thus enabling SSA to award 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. All admitted doctoral students are eligible to receive a scholarship that will cover all tuition and fees plus a \$27,000 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).

Advanced doctoral students wishing to supplement their aid packages have access to opportunities to teach in the Master's Program and to serve as university resident heads.

The SSA Office of Grants and Contracts provides support to doctoral students in:

- Funding Opportunity Searches
- Proposal Planning and Development
- Central Administration/Sponsor Liaison
- Award Administration
- Financial Management/Coordination of Financial Reports to Sponsors

SSA also supports doctoral students to travel for presentation of papers.

### 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/>.

## LOAN FUNDS

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 Graduate Financial Aid (<https://financialaid.uchicago.edu/graduate>) to facilitate the awarding of federal aid, including Federal Direct Loans, GradPLUS Loans, and work-study.

#### **Federal Student Aid Application Procedures**

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 (UCAPP)\*. The Free Application for Federal Student Aid (FAFSA) (<https://fafsa.ed.gov>) should be completed as soon as possible after October 1. Applicants whose financial needs analysis is received by the School after June 1 may be at a disadvantage in competing for scholarship funds.

Applicant who meet the early admission deadline (December 1) and who have filled out the FAFSA form, will receive a preliminary letter of federal financial aid eligibility (federal student loans and work-study) within a couple of weeks of their admission decision so that they can make an informed financial decision.

Applicants using regular admission deadlines (January 15 or April 1) who have filled out the FAFSA will receive the standard letters of federal funding eligibility.

\*UCAPP should be completed by Summer students only and is available through the my.UChicago portal (<https://portal.uchicago.edu/ais>).

#### **Federal Direct Loan**

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

The Federal Direct Unsubsidized 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. For interest rate and fee information, visit the Graduate Financial Aid website (<https://financialaid.uchicago.edu/graduate>).

#### **Federal Direct Graduate Plus (GradPLUS) Loan**

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 Unsubsidized Loan, and if needed, apply for the Federal Direct Graduate PLUS loan to supplement the difference between your cost of attendance and other assistance. For interest rate and fee information, visit the Graduate Financial Aid website (<https://financialaid.uchicago.edu/graduate>).

#### **Public Service Loan Forgiveness**

The Public Service Loan Forgiveness Program (<https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/public-service>) was created to encourage individuals to enter and continue to work full-time in public service jobs. Under this program, you may qualify for forgiveness of the remaining balance due on your eligible federal student loans after you have made 120 payments on loans under certain repayment plans while employed full time by certain public service employers.

#### **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.

*Note: Regulations governing student loan programs have varied significantly in recent years. Current information regarding terms, repayment, and eligibility may be obtained from: Graduate Financial Aid (<https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/public-service>), 1115 East 58th Street, Walker 309, Chicago, IL 60637 773.702.6061.*



# RESOURCES AND SERVICES

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## 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. 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 as a first year student, 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 and are assigned by the office of the Dean of Students. Post-Core faculty advisors are optional and can be self-initiated in association with the student's chosen concentration or interests. 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, while classes are in session. Students will be assessed a \$100/quarter fee for U-Pass privileges. Due to CTA guidelines, students in our Part-Time programs are currently ineligible for the U-Pass program.

## **ORGANIZATIONS**

### **Student Organizations**

The student organizations 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 organizations take an active role in the discussion of academic, professional, and political issues in the School. Student organizations 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 organizations that have been active within the School. All student organizations active for the 2018-2019 academic year are denoted with an asterisk. Visit [www.ssa.uchicago.edu/clubs-organizations](http://www.ssa.uchicago.edu/clubs-organizations) for up-to-date descriptions of the student associations, or contact the office of the Dean of Students ( [dos@ssa.uchicago.edu](mailto:dos@ssa.uchicago.edu)) to revive or start a new group.

*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  
 Latinx Student Association\*  
 Older Adult Film Series  
 OUtreach: LGBTQ and Allied Social Workers  
 Pan Asian Student Association (PASA)\*  
 Praxis  
 The Social Q's\*  
 Social Work Innovation and Entrepreneurship Organization  
 SSA BridgeWe International Student Group  
 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 strengthens and maintains links between the School and its more than 9,000 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.

### **2018-2019 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  
 Ingrid Roxana Mejia, AM '08  
 Elizabeth Mullen, AM '13  
 Thomas O'Conner, AM '73  
 Jesus Palafox-Valdovinos, AM '17  
 Eugene Robinson Jr, AM '09  
 Joy Rossi, AM '11  
 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 annual 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 2018-2019 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 information such 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, and 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, which is located within SSA, was established at the University of Chicago in 1962.

### **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 6) 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 new approaches to reducing violence, and testing these new innovations using randomized controlled trials (RCTs). In 2011, the Crime Lab launched the Urban Education Lab (<http://urbanlabs.uchicago.edu/labs/education>) 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, the Crime Lab announced the launch of the University of Chicago Crime Lab New York (<http://urbanlabs.uchicago.edu/labs/crime-new-york>). Leading researchers will provide New York policymakers with rigorous and 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 SSA through the Center for Health Administration Studies (CHAS) and the Chicago Center for Youth Violence Prevention (CCYVP).

### **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

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## 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://ipo.uchicago.edu/page/uchicago-cards>) for more information about how to use and load the UChicago Card.

## LIVING ACCOMMODATIONS

Learn more about housing options on UChicagoGRAD's Housing Resources site (<https://grad.uchicago.edu/life-at-uchicago/housing>). Among the resources, you will find tips to getting started, finding an apartment, and the rental application process in Chicago along with a list of local neighborhood property management companies. The site also provides a downloadable Housing Resource Guide (<https://grad.uchicago.edu/wp-content/uploads/2018/08/GRAD-Housing-Resource-Guide-8.7.18.pdf>).

UChicagoGRAD offers a housing webinar, February – July, that may be useful for new Chicago and Hyde Park residents. Click here (<https://apply-grad.uchicago.edu/portal/housingwebinar>) to view dates and to register or view the 2016 webinar (<https://vimeo.com/158514042>) online.

## RESOURCES FOR FAMILIES

### 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://harris.uchicago.edu/files/parent\\_resource\\_guide\\_2017-18\\_0.pdf](https://harris.uchicago.edu/files/parent_resource_guide_2017-18_0.pdf)) also offers related information, including lists of child care providers and information about local schools.

## UCHICAGO GRAD

U (<https://careeradvancement.uchicago.edu>) ChicagoGRAD (<http://grad.uchicago.edu>) is located on the third floor of the University Bookstore and is a one-stop shop of integrated services to help graduate students and postdocs navigate their academic and professional careers. UChicagoGRAD staff (<https://grad.uchicago.edu/about/people-to-know>) are committed to serving the graduate and postdoc community, focusing on recruitment, skills and experience, career development, and alumni engagement.

## 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 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](http://safety-security.uchicago.edu/services/ugo_nightride_shuttles))

For more information, call 773.795.6108 or email [bus@uchicago.edu](mailto: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 shuttle service will operate Monday through Friday during the morning rush (5:40-9:40 a.m.) and evening rush (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\\_Sept\\_7\\_2017.pdf?mtime=1509724479](https://d3qi0qp55mx5f5.cloudfront.net/safety-security/uploads/files/Midway_Metra_Shuttle_Schedule_Sept_7_2017.pdf?mtime=1509724479)).

This shuttle stops only at the designated stops and does not pick up or drop off passengers at intersections.

### 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-observed 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](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](http://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 2018 deadline is 5 pm on August 31, 2018.** Students who do not submit their U-SHIP enrollment or waiver request by the deadline will be default enrolled in U-SHIP and will be responsible for the premium payment. 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%202020&ChapterID=18&ChapterName=HIGHER+EDUCATION&ActName=College+Student+Immunization+Act) (<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1056&ChapAct=110%20ILCS%202020&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](mailto: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

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THIS LIST IS CORRECT AS OF SEPTEMBER 1, 2018. 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. A. Garcia (<https://ssa.uchicago.edu/ssascholars/a-garcia>), Y. Gonzalez (<https://ssa.uchicago.edu/ssascholars/y-gonzalez>) W. Johnson (<http://ssascholars.uchicago.edu/w-johnson>), N. Marwell (<https://ssascholars.uchicago.edu/n-marwell>), E. Waxman (<http://www.ssa.uchicago.edu/elaine-waxman>), M. Ybarra (<http://ssascholars.uchicago.edu/m-ybarra>)

II. M. Borus (<http://ssa.uchicago.edu/matt-borus>), E. S. Carr (<http://ssascholars.uchicago.edu/e-carr>), J. Darrow (<http://ssa.uchicago.edu/Jessica-Darrow>), 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>), S. Parikh (<http://ssa.uchicago.edu/Shipra-Parikh>), G. Samuels, (<https://ssa.uchicago.edu/ssascholars/g-samuels>) J. Sykes, (<http://ssa.uchicago.edu/john-sykes>) D. Voisin (<https://ssa.uchicago.edu/ssascholars/d-voisin>), 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>), Z. Ma (<https://www.ssa.uchicago.edu/ssascholars/z-ma>), S. Parikh, (<http://ssa.uchicago.edu/shipra-parikh>) M. Thullen (<http://ssa.uchicago.edu/matthew-thullen>)

### 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.

M. Gronen (<http://ssa.uchicago.edu/melinda-gronen>), S. Hans (<http://ssascholars.uchicago.edu/s-hans>), J. Harty (<http://ssa.uchicago.edu/justin-harty>), S. Parikh, (<http://ssa.uchicago.edu/shipra-parikh>) S. Simmons (<http://ssa.uchicago.edu/s-simmons>)

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 LGBTQIA 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.

N. Lively (<http://ssa.uchicago.edu/nikki-lively>)

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, (<http://ssa.uchicago.edu/nicole-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.

C. Link (<http://ssa.uchicago.edu/Christopher-Link>), R. Rutschman (<http://ssa.uchicago.edu/richard-rutschman>), N. Turner (<http://www.ssa.uchicago.edu/Nicholas-Turner>)

*40632. Beyond the Clinic: Population Approaches to Mental Health Promotion*

Individualized and reactive approaches to mental health treatment neglect the broad array of structural factors that critically impact possibilities for human well-being and prevent the emergence of mental illness. With high rates of psychotropic medication use, rising suicide rates, and ongoing opioid and drug overdose epidemics, many see the U.S. mental health care system as broken. This course explores the potential of population-level mental health promotion interventions that address social determinants of health, early developmental context, minority stress, exposure to carceral systems, and social isolation/loneliness. We will work to consider the role that these social and structural influences and interventions might appropriately play in the context of a more coordinated mental health promotion agenda for the United States.

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

*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.

L. Campbell (<http://ssa.uchicago.edu/laura-campbell>), P. Myers (<http://ssa.uchicago.edu/Pete-Myers>), G. Samuels (<https://ssa.uchicago.edu/ssascholars/g-samuels>)

*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.

G. Fedock (<https://ssa.uchicago.edu/ssascholars/g-fedock>), M. Novak (<http://ssa.uchicago.edu/melissanovak>), C. Ragsdale (<http://ssa.uchicago.edu/chelsea-ragsdale>), M. Yasui (<http://ssascholars.uchicago.edu/m-yasui>)

41000. *Psychodynamic Practice Methods I (also HDPC 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.

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

W. Borden (<https://ssa.uchicago.edu/ssascholars/w-borden>)

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

This course is designed to provide students with a critical understanding of issues that impact lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) individuals, families, and communities. Using an intersectional, social justice, & biopsychosocial ecological approach, a variety of perspectives (including historical, political, sociological, psychological, etc.) are examined to assist students in understanding the complexity and dynamics of the person-in-environment perspective when working with LGBTQIA individuals. Through readings, in-class discussions and exercises, and critical reflections, we explore power and privilege; the intersections of LGBTQIA identities with other systems of oppression such as racism, genderism, classism, and ageism; trauma; and healing.

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

41412. *Global Mental Health*

Global mental health has emerged as a priority for multilateral institutions like the World Health Organization and World Bank, for international non-governmental organizations, and for academic researchers alike. This course examines the foundations, practices, and critiques of this field. We will explore how socio-cultural processes shape the experience of distress and mental illness; various cultures of healing, including Western psychiatry, and their power dynamics; gaps and inequalities in service provision; as well as approaches to and challenges of cross-cultural diagnosis/treatment/epidemiology. Building on these explorations, we will then turn to the tools, programs, and practices that constitute the somewhat amorphous movement called “Global Mental Health.” Ongoing debates of this movement will also be examined. This course will take an interdisciplinary approach, with readings drawn from psychiatry, public policy, anthropology, history, sociology,

and so on. Through discussions and assignments, students will develop skills to design, evaluate, and critically reflect upon global mental health interventions.

Z. Ma (<https://www.ssa.uchicago.edu/ssascholars/z-ma>)

*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>)

*41712. Clinical Assessment in 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>)

*41812. Narrative Therapy*

Narrative Therapy is a collaborative approach, which centers people as the experts in their own lives. Not grounded in the medical model, the Narrative Therapy worldview sees problems as separate from people. An awareness of power, as it operates in people's lives and in the therapy is a central concern, and a commitment to social justice frames the entire endeavor.

Together we will support each other in exploring and practicing within the Narrative worldview. This will include: asking questions that generate experience, externalizing problems, thickening stories to create possibilities, double listening to hear problem stories while supporting preferred outcomes, understanding problems as based on discourses, deconstruction of problem stories, moving from problem stories to preferred stories, and approaching ethics in ways that consider actual effects and beliefs about justice. We will take a glimpse into the origins of Narrative Therapy ideas in anthropology and philosophy. We will venture into and perform Narrative Practices including: creating documents to support preferred stories, reflecting teams, linking lives for shared purposes, and the absent but implicit. The goal for the course is for students to develop an initial understanding of the Narrative worldview, and practices. From here students can judge if Narrative Therapy might become a preferred direction to pursue as a social worker.

J. Mark (<http://ssa.uchicago.edu/joshua-mark>)

*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 and stigma. 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.

Staff

*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.

W. 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. 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>)

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>)

43222. *Evidence-Based Therapies for Treating Trauma in Adults*

This class will explore current, evidence-based therapies for treating PTSD and trauma-related symptomatology in adult clients. Students taking this class will be given the opportunity to develop skills in two front-line treatments (Cognitive Processing Therapy and Prolonged Exposure Therapy), as well as receive an introduction to other treatment approaches (Eye Movement Desensitization and Reprocessing Therapy,

Virtual Reality Exposure Therapy, Pharmacotherapy, and Stress Inoculation Training). Students will also discuss commonly encountered themes in trauma work (Moral Injury, Military Sexual Trauma, Trauma Stewardship/Self-Care, and more).

It has been estimated that almost 90% of adults will experience a traumatic event at some point in their lifetime. According to a National Comorbidity Survey Replication (NCS-R) study on the epidemiology of posttraumatic stress disorder (PTSD) in the US (conducted between 2001 and 2003), there was a 6.8% lifetime prevalence of PTSD among American adults. There are many factors which contribute to the prevalence of trauma and stressor related disorders, including military service, community violence, sexual assault, and more. PTSD is a risk factor for interpersonal problems, substance use disorders, self-directed violence, depression and related mood and anxiety disorders, and certain medical conditions. These risks place a significant burden on families, communities, and healthcare systems, and require that providers have specialized training in working effectively and compassionately with these individuals.

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

*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>)

*43622. Life Course Development: Immigrant Adolescents and Their Families*

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

Y. Choi (<https://ssa.uchicago.edu/ssascholars/ychoi>)

*43722. Social Work in Healthcare: 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 healthcare 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>), S. Simmons (<http://ssa.uchicago.edu/s-simmons>)

44212. *Abuse-Focused Child Therapy and the Helping Relationship*

This course focuses on understanding the treatment of children who have experienced trauma, ranging from interpersonal forms of individual and family abuse to ongoing, complex traumas. Students will practice and strengthen clinical conceptualization skills informed by anti-adulthood, attachment, developmental stages, and the social worker’s orientation to power and identities. Modalities of treatment emphasized will include neurobiological, developmental, cultural, and attachment perspectives. These are balanced against the significant role of the social worker in treatment relationships with children, with particular emphasis on the social worker’s own attachment and resulting response to trauma. This course is predicated on two principal ideas: 1) All social work with youth requires a trauma lens, and 2) We need to know ourselves in order to dismantle power dynamics with youth.

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>), J. Marsh (<https://ssa.uchicago.edu/ssascholars/j-marsh>), G. Zapata-Alma (<http://ssa.uchicago.edu/gabriela-zapata-alma>), M. Yasui (<http://ssa.uchicago.edu/ssascholars/m-yasui>)

#### 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.

A. Bouris (<https://ssa.uchicago.edu/ssascholars/a-bouris>), 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>)

#### 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>)

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>)

45732. *Prejudice and Discrimination: Individual Cost and Response*

This foundational diversity class explores the origins and practices of racial/ethnic prejudice, stereotypes, and discrimination, and how other demographic factors such as class, gender, sexuality, and nationality intersect to solidify and perpetuate inequality. We will explore the resulting psychological, economic, and sociopolitical tolls on individuals, and also examine various individual responses that can mitigate the negative impacts of or engage in resistance towards such discriminations (such as racial/ethnic identity development, deliberate retention of heritage culture, and social/political mobilization). This class consciously expands a dominant binary discourse of race to develop a more inclusive and complex paradigm that accurately reflects the diversity of contemporary America.

Y. Choi (<https://ssa.uchicago.edu/ssascholars/ychoi>)

45922. *Supervision and Management in Social Work Organizations*

Eighty-five percent of social workers practice their trade within an organizational setting. Most social workers, at some point, will find themselves in the role of supervisor and manager. This course is an introduction to the unique and important role of these social work supervisors and managers and their day-to-day realities in today's complex social service environment. An emphasis will be placed on issues such as accountability, developing and motivating others, supporting and caring for staff, and effective feedback as well as reflective practice and leadership. Students will learn about the impact of related organizational structures and addressing the combination of worker burn-out and compassion fatigue. This course will be presented from the perspective of a practitioner in the field and will include materials from both social work and general management sources. Topics will be relevant to students interested in direct practice, supervision, and administration. Experiences from the student's employment or field placement will be explored.

C. Holderfield (<http://ssa.uchicago.edu/curt-holderfield>)

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.

#### Staff

##### 46522. *Clinical Practice with Survivors of Torture and Political Violence*

This course will explore clinical practice with immigrants and refugees who have experienced politically motivated violence, including war, torture, and genocide. The goal of torture and other forms of political violence is to disempower, isolate, and control. The goal of recovery, therefore, is to empower survivors to reclaim a sense of control and meaning in their lives. Rooted in complex trauma theory, students in this course will be introduced to clinical frameworks for addressing politically-motivated violence, including holistic models of care, mind-body interventions, and ambiguous loss theory. The course will utilize case vignettes from clinical practice that will challenge students to expand traditional conceptualizations of the therapeutic frame in ways that account for culture, language, and justice. Finally, the course will consider the socio-cultural-political backdrop that constructs conditions for clinical practice in order to discuss theories of continuous traumatic threat, as well as secondary trauma and sustainability for the clinical social worker.

L. Hudak (<http://ssa.uchicago.edu/leora-hudak>)

##### 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.

L. Botwinick (<http://ssa.uchicago.edu/l-botwinick>)

##### 46712. *Organizational Theory and Analysis for Human Services*

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

M. Jarpe (<http://ssa.uchicago.edu/meghan-jarpe-0>), S. Lane (<http://ssa.uchicago.edu/shaun-lane>), 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.

T. Sadler (<http://ssa.uchicago.edu/tonie-sadler>), W. Sites (<http://ssascholars.uchicago.edu/w-sites>)

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

At this moment, one out of every 113 people in the world are surviving the experience of having been forced from their homes by violence. At the end of 2016 there were over 65.6 million forcibly displaced people, the highest number ever recorded. Over 22.5 million registered refugees were among those displaced, and of these just 140,000 were admitted to third countries for permanent resettlement. Historically, the United States has been the largest resettlement country in the world: since 1975, the U.S. has resettled more than 3 million refugees. Refugees in the U.S. are entitled to an array of federal, state, and local supports that other immigrants must do without. At the same time, refugees in the U.S. are arguably subject to greater scrutiny and systems of social control than most other un-incarcerated domestic populations. However, the terrain of U.S. refugee resettlement has shifted dramatically as a result of the Executive Orders introduced by the Trump Administration.

This course asks the central questions: How is refugee status constructed as a political process; what are the interrelationships between institutional actors and refugee policies and what are the implications of these interrelationships for service delivery to refugees in the U.S.; what does research tell us about the resettlement

outcomes of refugees in the U.S. and what drives these outcomes; and finally, what are the points of intervention for social workers in the refugee resettlement process? We will address these questions by detangling the web of international and domestic policies that relate to the refugees' political identity, and then we will 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 integration, employment, mental health, child and youth development, and aging. We will compare the U.S. system of refugee resettlement to that of other resettling nations. As we move through the material of the course we will contend with the reframing of the refugee identity that is leveraged by the Trump Administration in support of ever more restrictive immigration policies. Finally, we will identify various ways that social workers can support this population 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://sascholars.uchicago.edu/y-gonzalez>) G. Velez (<http://ssa.uchicago.edu/gabriel-velez>)

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>)

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://sascholars.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, such as 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://sascholars.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.

S. Patel (<http://ssa.uchicago.edu/sadiq-patel>), M. Roderick, (<http://ssascholars.uchicago.edu/m-roderick>) D. Weiner (<http://ssa.uchicago.edu/dana-weiner>)

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.

E. Weir Lakhmani (<http://ssa.uchicago.edu/erin-weir-lakhmani>)

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>)

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.

E. 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.

P. Fugiel (<http://ssa.uchicago.edu/peter-fugiel-0>)

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 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 (<http://ssa.uchicago.edu/claudia-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?

E. Ewing (<https://ssa.uchicago.edu/ssascholars/e-ewing>), J. Thompson (<http://ssa.uchicago.edu/Julian-Thompson>)

61732. *The Therapeutic Relationship in Contemporary Psychodynamic Practice*

Social workers are committed to social justice and to helping the most vulnerable members of society. Successful clinical work with socially vulnerable patients requires a creative and integrative approach that addresses individual dynamic issues while recognizing the importance of environment, systems, and systemic oppression. This course looks to provide such an approach through relational theory, which highlights the potential of relationships, including the therapeutic relationship, to harm and to heal. This course will also examine how the fields of attachment theory, trauma research, and neuroscience contribute to a way of working with patients that is flexible, creative, humanistic, and scientific. The course will be roughly half lecture and half case presentation and discussion. Students will be expected to discuss course concepts as they relate to their clinical practicum experience.

K. Barrett (<http://ssa.uchicago.edu/kevin-barrett>)

61822. *Treating Complex Trauma: A Skills-based Approach*

This course offers theory and skills-based approaches to conceptualize and treat individuals and families impacted by Traumatic Related Stress Disorder, specifically emerging categories referred to as Developmental Trauma Disorder and Complex Trauma (c-PTSD). Students will learn how to better intervene on behalf of individuals impacted based on their experiences with adverse childhood experiences (ACES).

The tri-phasic model of treatment and the special considerations for dissociative disorders, including challenges to sustaining the therapeutic alliance, creating safety, establishing affect regulation, stabilization, and the integration of traumatic experience is highlighted. This class is designed for students who are interested in developing their skills in treating clients with complex trauma and dissociative disorders. The model incorporates aspects of the core principles of trauma-informed care, attachment theory, and cognitive restructuring. 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://www.ssa.uchicago.edu/ssascholars/y-gonzalez>)

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.

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

62512. *Gottman Method Couples Therapy*

Gottman Couples Therapy is an integrated approach to helping couples that is based on a long line of relationship research conducted by John and Julie Schwartz Gottman and others. The method focuses on emotion, skill building for managing conflict, developing new skills for enhancing friendship, and helping couples create a system of shared meaning. It strives to decrease criticism, defensiveness, contempt, and stonewalling in relational communications and replace these strategies with more helpful ones. Training in Gottman Couples Therapy is delivered in a systematized way by an instructor certified through the Gottman Institute. The course uses the Gottman Level 1 Clinical Training Manual, video presentations of the Gottman method in action with a couple, and discussions of related literature, tools, and methods. Students who complete the course are certified as completing the first of three levels in becoming a Certified Gottman Therapist.

M. McNulty (<http://ssa.uchicago.edu/michael-mcnulty>)

*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-three 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 (<http://ssa.uchicago.edu/amelia-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>)

*63012. Intergroup Dialogue Facilitation: Cultivating Practice Skills for Social Justice*

This course will provide social workers with tools and skills to bridge micro (individual issues) and macro (sociopolitical patterns of inequality) practice. At the core, social work is about working for social justice. As such, integrating the components of dialogue: critical consciousness, cultural competency, interpersonal communication skills, reflection, and action (praxis) into practice equips social workers with integral skills for recognizing the ways in which their clients' individual lived experiences are impacted by systems of privilege and oppression. This course develops multicultural competency skills for social workers to engage with oppressed groups to address social injustice due to discrimination and oppression. Course engagement includes mini-lectures, videos, discussions of readings, in-class activities, role-play, and dialogic practice.

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

*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>)

63600. *Culturally Responsive Intervention, Assessment and Treatment*

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

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

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://www.ssa.uchicago.edu/ssascholars/p-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>)

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

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

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

W. Johnson (<https://ssa.uchicago.edu/ssascholars/w-johnson>)

*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. Rogers (<http://ssa.uchicago.edu/yolanda-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>)

65812. *Making Kin: Adoption and Fostering in a Global Perspective*

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>)

66300. *Gender Considerations in International Social Work Practice*

This course aims to prepare students for clinical social work practice in the global context with an emphasis on gender issues. Now, more than ever, international social work is a vital component to social work practice as our interdependence increases and at-risk populations all around the world seek refuge across borders. This class primarily focuses on treating international populations here in the United States, but also addresses working abroad in clinical roles. Students will learn practical skills across individual, family, and group work that emphasize 1) how to understand issues from clients’ countries of origin that impact their current well-being, 2) how to use standpoint theory as a means to honor clients’ intersecting identities and serve them in a strengths-based, culturally informed manner; and 3) intergenerational issues that arise between family members who rely on cultural norms from their countries-of-origin and those who strive to blend into the new country. The course also examines gender-issues in the international community including gender-based violence (GBV), human trafficking, and the treatment of the LGBTQIA population worldwide. The course also looks at the movement of populations across the globe and what informs those movements including persecution, conflict, and extreme poverty.

C. Quinn (<http://ssa.uchicago.edu/cecilia-quinn>)

### DOCTORAL LEVEL COURSES

50300. *Social Treatment Doctoral Practicum*

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

Staff

50400. *Development Through the Life Course*

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

S. Hans (<https://ssa.uchicago.edu/ssascholars/s-hans>)

51312. *Professional Vision*

Professionals are socialized into particular ways of seeing things, perspectives with which laypeople constantly contend. What does it take to cultivate, authorize, and institutionalize a professional vision so that it gains and maintains public acceptance as valuable and legitimate knowledge? To answer this and other related questions, this course begins by examining professional training practices, thereby exploring how particular professions come to see the way they do. We go on to examine the immediate and far-reaching effects of different types of professional vision—whether on clients, on institutions, or on broader social perceptions and constructions—with an interest how professional vision materializes. Along the way, we will find that not unlike academic disciplines, there are turf wars over what kind of things, people, and problems fall into which professional purview, as well as arguments about which ways of seeing are superior. Furthermore, we will discover that—whether studying social workers, lawyers, or air traffic controllers—professionals are always under pressure to legitimate the ways they see things and to establish trust with various publics; they undertake this part of their work with unevenly distributed social resources, including different degrees of established authority and institutional security or precarity. Close readings of American pragmatist philosophy, as well as classic works by Weber and Foucault, will help us make sense of our ethnographic material. Thus, this course will be relevant to students interested in knowledge production and expertise, authority and authorization, the sociology of complex institutions, pedagogical practices, and pragmatism, as well as those who are interested in the study of professions and professionals per se.

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

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>)

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.

C. Grogan (<https://ssa.uchicago.edu/ssascholars/c-grogan>)

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

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

56201. *Seminar on Urban Politics and Community Action*

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

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

56300. *Applied Qualitative Research Seminar*

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

G. Samuels (<https://ssa.uchicago.edu/ssascholars/g-samuels>)

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>)

57800. *Communities, Organizations, and Democracy: Key Challenges in Urban Governance*

How do things happen in cities, and why? This core question of urban governance is the focus of this course. Urban governance flows from a web of organizational actors, not simply from the official institutions of government. To understand why community organizations focus on certain issues, government bureaucracies prefer particular approaches to problem solving, social movements build strategy, and many other urban phenomena, it is critical to think about how the many different kinds of organizations found in cities perceive and enact their commitments, relationships, and limits. This course develops theoretical tools to think about cities at the organizational level of analysis, with a focus on the application of those tools to communities, community organizations, and public bureaucracies. The course is guided by an overarching concern with the implications of existing urban governance on the democratic promise of cities, and will be useful for students interested in community organizing, public policy formation, institutional politics, and the emergence of legitimate authority in all these domains.

N. Marwell (<https://ssa.uchicago.edu/ssascholars/n-marwell>)

58000. *Social Meaning of Race: Research Seminar*

Race is arguably the most significant social category shaping the fabric and trajectory of American life and yet, one of the most poorly understood and eagerly avoided topics in our public consciousness. In this course, we will examine paradigms for understanding race in both academic and popular contexts. Using theoretical constructs, historical case studies, contemporary topics in politics and culture, and empirical research on racial attitudes and disparities, this course explores questions such as: what are the racial boundaries that shape our lives? Where did they come from, how have they changed over time, and how are they continuing to evolve? Whose interests do they serve? In contrast with discussions of race that focus solely on the hypervisibility of minoritized raced bodies, we will pay particular attention to the construct of whiteness and the everyday rhetoric that equates whiteness with racelessness. We will also draw on news and current events to observe and analyze the ways that racial boundaries and the social meaning of race impacts public policy and public debate. Although this course will focus on the American context, we will examine a few case studies from other societal contexts for a comparative view of how racial boundaries serve to reinforce other social hierarchies.

E. Ewing (<https://ssa.uchicago.edu/ssascholars/e-ewing>)

59900. *Individual Readings and Research*

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## FACULTY PUBLICATIONS

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### 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.** 2018. *Neuroscience, Psychotherapy, and Clinical Pragmatism*. New York and London: Routledge.
- **Borden, William.** 2015. "Contemporary object relations treatment: Theory, research, and practice." In *Social Workers' Desk Reference*, Kevin Corcoran and Albert Roberts, eds. 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.

### BOURIS, ALIDA

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

Associate Professor. B.A., University of California, 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.
- **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.
- **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*, 61(3), 271-272.
- **Bouris, Alida**, Kaitlyn Jaffe, Rebecca Eavou, C. Liao, Lisa Kuhns, Dexter Voisin, and John Schneider. 2017. "Project nGage: Results of a randomized controlled trial of a dyadic network support intervention to retain young Black men who have sex with men in HIV care." *AIDS and Behavior*, 21(12), 3618-3629.
- 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.
- 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.
- Quinn, Katherine, Dexter R. Voisin, **Alida Bouris**, Kate Jaffe, Lisa Kuhns, Rebecca Eavou, and John Schneider. 2017. "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
- Young, Lindsay, Phil Schumm, Leigh Alon, **Alida Bouris**, Matthew Ferreira, Brandon Hill, Aditya Khanna, T. Valente, and John Schneider. 2017. "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*. [https://doi: 10.1177/1740774517730012](https://doi.org/10.1177/1740774517730012)
- **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.

- 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.
- 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.
- 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.
- 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.
- Kuhns, Lisa M., Anna Hottot, 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.
- **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.

## BRODKIN, EVELYN Z.

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

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:

- **Brodкин, 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.
- **Brodкин, 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.
- **Brodкин, Evelyn Z.** 2016. "Street-Level Organizations." In *American Governance*, S. L. Schechter, ed. Macmillan.
- **Brodкин, Evelyn Z.** 2016. "Street-Level Organizations, Inequality, and the Future of Human Services." *Human Services Organizations: Management, Leadership & Governance* 40(5): 444-450.
- **Brodкин, 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.
- **Brodкин, 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.
- **Brodкин, Evelyn Z.** 2015. "Street-Level Organizations and the 'Real World' of Workfare: Lessons from the U.S." *Social Work & Society* 13(2).
- **Brodкин, 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.

## 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.

### 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:

- Chaskin, Robert J., McGregor, Caroline, and Brady, Bernadine. 2018. Engaging urban youth: Community, citizenship, and democracy. Galway: UNESCO Child and Family Research Centre, National University of Ireland Galway.
- Chaskin, Robert J., McGregor, Caroline, and Brady, Bernadine. 2018. Supporting youth civic and political engagement: Supranational and national policy frameworks in comparative perspective. Galway: UNESCO Child and Family Research Centre, National University of Ireland Galway.
- Joseph, Mark L., Robert J. Chaskin, Amy T. Khare and Jung-Eun Kim. 2017. "The organizational challenges of mixed-income development: Privatizing public housing through cross-sector collaboration." *Urban Research and Practice* DOI: 10.1080/17535069.2017.1387812 (<https://doi.org/10.1080/17535069.2017.1387812>)
- 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 David M. Greenberg. 2015. "Between public and private action: Neighborhood organizations and local governance." *Nonprofit and Voluntary Sector Quarterly* 44(2): 248-267.
- 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.
- 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.

### 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, Y., Park, M., Pekelnicky, D.D., Lee, M., and Kim, T. (In Press). Substance use among Asian American adolescents and family-based preventive interventions. In E. Chang & C.A. Downey (Eds.), *Historical Context, Impacts, and Interventions for Substance Use Disorders among Racial and Ethnic Groups*, APA Division 45 Book Series *Cultural, Racial, and Ethnic Psychology* (Series Editor: F.T.L. Leong). American Psychological Association.

- Yasui, M., Kim, T., & Choi, Y. (In Press). Culturally specific parent mental distress, parent-child relations and youth depression among Korean American families. *Journal of Child and Family Studies*.
- Choi, Y., Kim, Y.S., Lee, J., Kim, H., Kim, T., and Kim, S.Y. (2018). Bilinear, multidimensional cultural orientations and indigenous family process among Korean immigrant mothers and fathers. *Asian American Journal of Psychology*. (NIHMSID #959407 (<http://psycnet.apa.org/record/2018-02178-001>)). (Available online)
- Choi, Y., Park, M., Lee, J., Yasui, M., and Kim, T. (2018). Explicating acculturation strategies among Asian American youth: Subtypes and correlates across Filipino and Korean Americans. *Journal of Youth and Adolescence*. (NIHMSID #973731 (<https://www.ncbi.nlm.nih.gov/pubmed/29881910>))) (Available online)
- Choi, Y. (2017). Rising challenges and opportunities of uncertain times for Asian American families. In Y. Choi & H.C. Hahm (Eds.), *Asian American Parenting: Family Process and Intervention* (pp.1-10), New York, NY: Springer.
- Choi, Y., and Hahm, H.C. (2017). *Asian American Parenting: Family Process and Intervention*. New York: Springer.
- Choi, Y., Kim, T., Noh, S., Lee, J., and Takeuchi, D. (2017). Culture and family process: Measures of familism for Filipino and Korean American parents. *Family Process*. (NIHMSID#906447). (Available online)
- Choi, Y., Kim, T.Y., Pekelnicky, D.D., Kim, K., and Kim, Y.S. (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. (NIHMSID#793750 (<https://www.ncbi.nlm.nih.gov/pubmed/27429061>)).
- Choi, Y., Park, M., Lee, J., Kim, T., and Tan, K. (2017). 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 Y. Choi & H.C. Hahm (Eds.), *Asian American Parenting: Family Process and Intervention* (pp.37-68), New York, NY: Springer.
- Tan, K., Heath, R.D., Das, A., & Choi, Y. (2017). Gender differences in patterns of school victimization and problem behaviors during middle-school and their relation with school experience and graduation outcomes. *Youth & Society*. (Available online)
- Choi, Y., Tan, K.P.H., Yasui, M., and Hahm, H.C. (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, Y. (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. (PMC396798).
- Choi, Y., Tan, K., Yasui, M., and Pekelnicky, D.D. (2014). Race-ethnicity and culture in the family and youth outcomes: Test of a path model with Korean American youth and parents. (NIHMSID#557629 (<http://www.ncbi.nlm.nih.gov/pubmed/24611081>)) DOI 10.1007/s12552-014-9111-8

## COURTNEY, MARK E.

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

Samuel Deutsch 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; 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 (CalYOUTH): 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 Brittani Kindle. 2016. *CalYOUTH 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 (CalYOUTH): 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 (CalYOUTH): 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.

#### 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 21<sup>st</sup> 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.
- 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.
- 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.
- 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.

#### EWING, EVE L.

SSA Scholar Page (<https://ssa.uchicago.edu/ssascholars/e-ewing>)

Assistant Professor. Ed.D., Ed.M., Harvard. Fields of Special Interest: racism; social inequality; urban public schools.

##### Selected publications:

- **Ewing, E.L.** (In Press, October 2018). *Ghosts in the Schoolyard: Racism and School Closings on Chicago's South Side*. University of Chicago Press.
- **Ewing, E.L.** (2018). *Chocolate Cities: The Black Map of American Life* [book review]. *Social Service Review*: September 2018, Vol. 92, No. 3, pp. 470-474.
- **Ewing, E.L.** (2018). The Quality of the Light: Evidence, Truths, and the Odd Practice of the Poet-Sociologist. In O. Perlow, Wheeler, D.I., S.L., Scott, B.M. (Eds.), *Black Women's Liberatory Pedagogies: Resistance, Transformation, and Healing Within and Beyond the Academy*. Palgrave MacMillan.
- **Ewing, E.L.** (2018). Vacancies to Fill. In D. Watson, J. Hagopian, W. Au (Eds.), *Teaching for Black Lives*. Rethinking Schools.
- **Ewing, E.L.** (2015). *Choosing Homes, Choosing Schools* [book review]. *Harvard Educational Review*: December 2015, Vol. 85, No. 2, pp. 279-293.
- **Ewing, E.L.** (2014). *Schooling Hip-Hop: Expanding Hip-Hop Based Education Across the Curriculum* [book review]. *Harvard Educational Review*: April 2014, Vol. 84, No. 1, pp. 125-133.

#### 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*. doi:10.1080/08974454.2017.1294131
- **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*. doi:10.1177/1049731517700272
- **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*. doi:10.1037/lhb0000239
- 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.
- Kubiak, Sheryl P., and **Gina Fedock**. 2015. "Women offenders, trauma, and reentry." In *Reentry planning for offenders with mental disorders*, H. A. Dlugacz, ed. Kingston, NJ: Civic Research Institute.
- O'Mahen, H., Anke Karl, Nick J. Moberly, and **Gina Fedock**. 2015. "The association between childhood maltreatment and emotion regulation: Two different mechanisms contributing to depression?" *Journal of Affective Disorders* 174: 287-295.
- Fries, L., **Gina Fedock**, and Sheryl P. Kubiak. 2014. "The role of gender, substance use, and serious mental illness in anticipated post-jail homelessness." *Social Work Research* 38(2): 107-116.
- Kubiak, Sheryl P., **Gina Fedock**, Elizabeth Tillander, Woo Jong Kim, and Deborah Bybee. 2014. "Assessing the feasibility and fidelity of an intervention for women with violent offenses." *Evaluation and Program Planning* 42: 1-10.
- Kubiak, S.P., Woo Jong Kim, **Gina Fedock**, and Deborah Bybee. 2014. "Testing a violence prevention program for women using a randomized control trial." *Research on Social Work Practice* 25(3): 334-348.

## 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. *Legal Passing: Navigating Undocumented Life and Local Immigration Law*. Oakland, CA: University of California Press.
- FitzGerald, David S., David Cook-Martin, **Angela S. García**, and Rawan Arar. 2018. "Can You Become One of Us? Legal Selection of 'Assimilable' Immigrants." *Journal of Ethnic Migration Studies*. 44(1): 27-47.
- Wong, Tom, **Angela S. García**, and Carolina Valdivia. 2018. "The Political Incorporation of Undocumented Youth." *Social Problems*. <https://doi.org/10.1093/socpro/spy009>.
- FitzGerald, David S., David Cook-Martin, **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. "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.** 2017. "Labour Market Limbo: The Uneven Integration of Co-Ethnic Argentines in Spain." *International Migration* 55(1): 175-188.
- **García, Angela S.**, and Leah Schmalzbauer. 2017. "Placing Assimilation Theory: Mexican Immigrants in Urban and Rural America." *The ANNALS of the American Academy of Political and Social Science*. 672(1): 64-82.
- 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-Martin. Cambridge: Harvard University Press.

## GONZÁLEZ, YANILDA MARIA

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

Assistant Professor. Ph.D., Princeton. 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.** 2017. "What citizens can see of the state': Police and the construction of democratic citizenship in Latin America." *Theoretical Criminology* 21(4): 494–511.
- **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:

- Charles, P., **Gorman-Smith, D.**, Schoeny, M., Sudec, L., Tolan, P.H., and Henry, D. (2018) Fathers' criminal behavior and involvement with children: The moderating role of family relationships. *Journal of the Society for Social Work and Research*, 9, 131-157.
- Garthe, R., **Gorman-Smith, D.**, Gregory, J., and Schoeny, M. (2018). Neighborhood concentrated disadvantage and dating violence among urban adolescents: The mediating role of neighborhood social processes. *American Journal of Community Psychology*, DOI: 10.1002/ajcp.12239
- Patel, L., Knijn, T., **Gorman-Smith, D.**, Hochfeld, T., Isserow, M., Garthe, R., Chiba, I., Moodley, J., and Kgaphola, I. (2018). *Family contexts, child support grants and child well-being in South Africa*. Programme to Support Pro-Poor Development in South African, The Centre for Social Development in Africa, University of Johannesburg.
- Elsaesser, C., **Gorman-Smith, D.**, Henry, D.B., and Schoeny, M. (2017). The longitudinal relation between community violence and academic engagement during adolescence: Exploring families' protective role. *Journal of Interpersonal Violence*, 1-22.
- Henry, D., Tolan, P., **Gorman-Smith, D.**, and Schoeny, M. (2017). Alternatives to randomized control trial designs for community-based prevention evaluation. *Prevention Science*, 18, 671-680.
- Burt, S. A., Klump, K. L., **Gorman-Smith, D.**, and Neiderhiser, J. M. (2016). Neighborhood Disadvantage Alters the Origins of Children's Nonaggressive Conduct Problems. *Clinical psychological science*, 4(3), 511-526.
- Charles, P., Spielfogel, J., **Gorman-Smith, D.**, Schoeny, M., Henry, D., and Tolan, P. (2016). Disagreement in Parental Reports of Father Involvement. *Journal of Family Issues*, 0192513X16644639. DOI: 0192513X16644639
- Logan, J. E., Vagi, K. J., and **Gorman-Smith, D.** (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.
- Masseti, G.M., Holland, K. M., and **Gorman-Smith, D.** (2016). Implementation measurement of evidence-based violence prevention programs in communities. *Journal of Community Health*, 1-14, DOI 10.1007/s10900-016-0156-z
- Masseti, G. M., Simon, T. R., and **Gorman-Smith, D.** (2016). Methodological and design considerations in evaluating the impact of prevention programs on violence and related health outcomes. *Prevention Science*, 17(7), 779-784.
- Prince, D. M., Epstein, M., Nurius, P.S., Kin, K., **Gorman-Smith, D.**, and Henry, D. B. (2016). Assessing future expectations of low-income minority young men: Survival-threats and positive expectations, *Journal of Child and Family Studies*, DOI 10.1007/s10826-016-0384-y
- Prince, D. M., Epstein, M., Nurius, P. S., **Gorman-Smith, D.**, and Henry, D. B. (2016). Reciprocal effects of positive future expectations, threats to safety, and risk behavior across adolescence. *Journal of Clinical Child & Adolescent Psychology*, 1-14.
- Burt, S. Alexandra, Kelly L. Klump, Deborah A. Kashy, **Deborah Gorman-Smith**, and Jenae M. Neiderhiser. (2015). Neighborhood as a predictor of non-aggressive, but not aggressive, antisocial behaviors in adulthood. *Psychological medicine* 1-11.
- Charles, Pajarita, **Deborah Gorman-Smith**, and Anne Jones. (2015). "Designing an intervention to promote child development among fathers with antisocial behavior." *Research on Social Work Practice* 26(1): 20-27.
- 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*.
- Henry, David, **Deborah Gorman-Smith**, Michael Schoeny, and Patrick Tolan. (2014). 'Neighborhood Matters': Assessment of Neighborhood Social Processes. *American Journal of Community Psychology* 54(3-4): 187-204.
- Multisite Violence Prevention Project. (2014). Implementation and process effects on prevention outcomes for middle school students. *Journal of Clinical Child & Adolescent Psychology* 43(3), 473-485.

## 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:

- **Colleen M. Grogan**. In press. "Commentary on Sparer and Beaussier" (The Social Construction of Public Health Policy.) *Journal of Health Politics, Policy & Law*.
- Abraham, A.J., Andrews, C.M., **Grogan, C.M.**, Pollack, H.A., Humphreys, K.N., D'Aunno, T. and Friedmann, P.D. 2018. State Targeted Funding and Technical Assistance to Increase Access to Medication Treatment for Opioid Use Disorder. *Psychiatric Services*, Apr 1, 69(4): 448-455.
- Andrews CM, **Grogan CM**, Smith, Bikki Tran, Abraham A, Pollack HA, Humphreys K, Westlake, MA, Friedmann PD. 2018. "Medicaid Benefits For Addiction Treatment Expand After Implementation Of The Affordable Care Act" *Health Affairs* (August) 37(8).
- Fox, Daniel M., and **Colleen M. Grogan**. 2018. Review of *Health Divided* by Daniel Sledge. *American Journal of Public Health*.
- **Grogan, Colleen M.**, and Sunggeun (Ethan) Park. 2018. "Medicaid Retrenchment Politics: Fragmented or Unified?" *Journal of Social Policy & Aging*. DOI: 10.1080/08959420.2018.1462675 (<https://doi.org/10.1080/08959420.2018.1462675>)
- Abraham A., Andrews C.M., **Grogan C.M.**, D'Aunno, T., Pollack H.A., Humphreys K., and Friedmann P.D. 2017. "The ACA Transformation of Substance Use Disorder Treatment." *American Journal of Public Health* (January 1), 107(1):31-32. <http://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.2016.303558>
- 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.
- Fox, Daniel M., Sandro Galea and **Colleen M. Grogan**. 2017. "Could the President and Congress Precipitate a Public Health Crisis?" *American Journal of Public Health* (February), 107(2):234-235. <http://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.2016.303597>
- Fox, Daniel M., and **Colleen M. Grogan**. 2017. "A Platform to Launch a Collective Discussion about Reforming US Health Politics and Policy." *American Journal of Public Health*, 107(8):1200-1202. Review of *American Sickness* by Elisabeth Rosenthal.
- Fox, Daniel M., and **Colleen M. Grogan**. 2017. "Population Health During the Obama Administration: an ambitious strategy with an uncertain future." *American Journal of Public Health* 107(1): 32-34. <http://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.2016.303547>
- **Colleen M. Grogan**. 2017. "How the ACA Addressed Health Equity and What Repeal Would Mean." *Journal of Health Politics, Policy & Law*, (42.5 September).
- Podcast: **Grogan, Colleen M.** "Episode 69: Repeal and Replace?" Scholars Strategy Network: No Jargon (January 31, 2017). Grogan discusses benefits of the ACA, its shortcomings, and key parts of the proposed alternatives. <http://www.scholarsstrategynetwork.org/podcast/repeal-and-replace>
- **Grogan, Colleen M.** January 2017. "What Trumpcare Means for the Affordable Care Act." Scholars Strategy Network: <http://www.scholarsstrategynetwork.org/scholar-spotlight/what-trump-means-affordable-care-act>
- **Grogan, Colleen M.**, Michael K. Gusmano, and Richard Ford. 2017. "Chapter 12: Social Welfare Policy." In *Politics in the American States*, 11<sup>th</sup> ed., Virginia H. Gray, Russell L. Hanson, and Thad Kousser, eds. Los Angeles, CA: Sage/CQ Press.

- **Grogan, Colleen M.**, and Sunggeun (Ethan) Park. 2017. "The Politics of Medicaid: Most Americans are Connected to the Program, Support Its Expansion, and Do Not View It as Stigmatizing." *The Millbank Quarterly*, December, 95(4):749-782.
- **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.
- Smith, Bikki Tran, Kathleen Seaton, Christina Andrews, **Colleen M. Grogan**, Amanda Abraham, Harold Pollack, Peter Friedmann & Keith Humphreys. 2017. "Benefit requirements for substance use disorder treatment in state health insurance exchanges." *The American Journal of Drug and Alcohol Abuse*, published online 20 Dec 2017, pages 105:<http://www.tandfonline.com/eprint/ftfY9ZCnE4V8Qf2yf6Rj/full>
- **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.

## HANS, SYDNEY

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

Frank P. Hixon Distinguished Service Professor. 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:

- **Hans, Sydney L.**, Renee C. Edwards, and Yudong Zhang, 2018. "Randomized Controlled Trial of Doula-Home-Visiting Services: Impact on Maternal and Infant Health" *Maternal Child Health Journal*. <https://doi.org/10.1007/s10995-018-2537-7>
- 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).
- 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.
- 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.
- 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.

- 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.
- 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.

## HENLY, JULIA R.

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

Professor and Chair of the Doctoral Program. 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:

- Barnes, C. & **Henly, J.R.** (2018). They are underpaid and understaffed": How clients interpret encounters with street-level bureaucrats. *Journal of Public Administration Research and Theory*, 28(2): 165-181.
- **Henly, J.R.**, Lein, L., Romich, J., Shanks, T., Sherraden, M., Tillotson, A., & Jones, R. (2018). Grand Challenge # 10: Reduce extreme economic inequality. Chapter 11 in Rowena Fong, James Lubben, & Richard P. Barth, (Eds.) *Grand Challenges for Social Work and Society*. Oxford University Press.
- Reza, H. & **Henly, J.R.** (2018). Health crises, social support, and caregiving practices among street children in Bangladesh. *Children and Youth Services Review*, 88: 229-240.
- **Henly, J.R.**, Kim, J., Sandstrom, H., Pilarz, A., & Amy Claessens. (2017). What explains short spells on child care subsidies? *Social Service Review*.
- **Henly, J.R.**, Sandstrom, H., & Pilarz, A. (2017). Child care assistance as work-family support: Meeting the economic and caregiving needs of low-income working families in the U.S. In M. las Heras, N. Chinchilla, & M. Grau, Eds., *Work-Family Balance in Light of Globalization and Technology*, 241-262. Newcastle: Cambridge Scholars Publishing.
- Elliott III, W., **Henly, J.R.**, Lambert, S., Lein, L., Romich, J.L., Shanks, T.R., & Sherraden, M. (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, S., Fugiel, P., & **Henly, J.R.** (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>
- Stanczyk, A.B., **Henly, J.R.**, & Lambert, S. (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
- Frank-Miller, E.G., Lambert, S., & **Henly, J.R.** (2015). Age, wage, and job placement: Older women's experiences entering the retail sector. *Journal of Women and Aging* 27(2): 157-173.
- **Henly, J.R.**, & Lambert, S. (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](https://ssascholars.uchicago.edu/sites/default/files/work-scheduling-study/files/wss_profile_of_retail_sales_associates.pdf)
- **Henly, J.R.**, Sandstrom, H., Claessens, A., Pilarz, A., Gelatt, J., Kim, J., & Healy, O. (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, H., Grazi, J., & **Henly, J.R.** (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, J.R.**, & Lambert, S. (2014). Unpredictable work timing in retail jobs: Implications for employee work-life outcomes. *Industrial and Labor Relations Review* 67(3): 986-1016.
- Lambert, S.J., Fugiel, P., & **Henly, J.R.** (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](https://ssascholars.uchicago.edu/sites/default/files/work-scheduling-study/files/lambert.fugiel.henly_precarious_work_schedules.august2014_0.pdf)
- Lambert, S.J., Fugiel, P., & **Henly, J.R.** (2014). Schedule unpredictability among early career workers in the U.S. 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](https://ssascholars.uchicago.edu/sites/default/files/einet/files/lambert.fugiel.henly_executive_summary.b_0.pdf)
- Lambert, S.J., & **Henly, J.R.** (2014). Measuring precarious work schedules. A working paper for the EINet Measurement Group. University of Chicago.

## HOLMES, E. PAUL

SSA Scholar Page (<https://ssa.uchicago.edu/ssascholars/p-holmes>)

Senior Lecturer. B.A., in Psychology, Olivet Nazarene; Psy.D., Illinois School of Professional Psychology. Fields of Special Interest: psychology; substance abuse.

### Selected publications:

- **Holmes, E.P.** (2014). Introduction to Acceptance and Commitment Therapy. A seminar for staff at Timberline Knolls.
- **Holmes, E.P. & Wickstrom, J.** (2014). Introduction to the Four Skills Areas of Dialectical Behavior Therapy. A one-day workshop presented at Oakton College offered through the Continuing Education Program.

## 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 L., Karimli L.** (In Press). Harsh parenting and child violence among ultra-poor families: A cluster-randomized trial in Francophone West Africa. *Journal of Clinical Child and Adolescent Psychology*. <https://doi.org/10.1080/15374416.2018.1485103>.
- **Ismayilova L., Terlikbayeva A.** (In Press). Building Competencies to Prevent Youth Substance Use in Kazakhstan: Mixed Methods Findings from a Pilot Family-Focused Multimedia Trial. *Journal of Adolescent Health*. <https://doi.org/10.1016/j.jadohealth.2018.04.005>.
- **Ismayilova L., Karimli L., Gaveras E., Sanson J., Chaffin J., Tô A.** (2018). 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*, 8(4):448-459. <http://dx.doi.org/10.1037/vio0000136>.
- **Ismayilova L., Karimli L., Sanson J., Gaveras E., Nanema R., Tô A., Chaffin J.** (2018). Improving mental health among ultra-poor children: An open-label, cluster-randomized controlled trial in Burkina Faso. *Social Science & Medicine*, 208:180-189. <https://doi.org/10.1016/j.socscimed.2018.04.022>.
- **Karimli L., Rost L., Ismayilova L.** (2018). Integrating economic strengthening and family coaching to reduce work-related health hazards among children of poor households: Burkina Faso. *Journal of Adolescent Health, Special Issue, Global Perspectives on Economic Strengthening*, 62(1):S6-S14 <https://doi.org/10.1016/j.jadohealth.2017.07.007>.
- **El-Bassel N., Gilbert L., Shaw S., Mergenova G., Terlikbayeva A., Primbetova S., Ma X., Chang M., Ismayilova L., Hunt T., West B.** (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 L., Gaveras E., Blum A., Tô-Camier A., Nanema R.** (2016). Maltreatment and mental health outcomes among ultra-poor children in Burkina Faso: A latent class analysis. *PLoS ONE*. 11(10): e0164790.
- **El-Bassel N., Shaw S., Mergenova G., Ismayilova L., McCrimmon T.** (2015). Masculinities and social contexts of HIV risk practices among Central Asian male migrant workers. *Journal of AIDS & Clinical Research* 6(486), 2.
- **Gilbert L., Shaw S., Terlikbayeva A., McCrimmon T., Zhussupov B., Ismayilova L.** (2015). Intimate partner violence and HIV risks among migrant women in Central Asia. *Journal of AIDS and Clinical Research* 6(3): 428-436.
- **Ismayilova L.** (2015). Spousal violence in five transitional countries: A population-based multi-level modeling of individual and contextual risk factors. *American Journal of Public Health* 105(11): e12-e22.
- **Ismayilova L., Karimli L., Tô A., Nanema R., Sanson J., Gaveras E., Delannoy C., Hu W.** (2015). *Child Protective Effects of Economic Strengthening and Child Rights Interventions among Ultra-poor Families in Burkina Faso*. Keeping Families Together Through Economic Strengthening. Washington, DC: USAID and FHI360.
- **El-Bassel N., Gilbert L., Terlikbayeva A., Beyrer C., Wu E., Chang M., Hunt T., Ismayilova L., Shaw S., Primbetova S., Rozental Y., Zhussopov B., Tukeyev M.** (2014). Effects of a couple-based intervention to reduce risks for HIV, HCV, and STIs among drug-involved heterosexual couples in Kazakhstan: A randomized controlled trial. *JAIDS: Journal of Acquired Immune Deficiency Syndromes* 67(2): 196-203.
- **El-Bassel N., Gilbert L., Terlikbayeva A., Beyrer C., Wu E., Shaw S., Ma X., Chang M., Hunt T., Ismayilova L., Primbetova S., Rozental Y., Zhussupov B.** (2014). HIV risks among injecting and non-injecting female partners of men who inject drugs in Almaty, Kazakhstan: Implications for HIV prevention, research, and policy. *International Journal of Drug Policy* 25(6): 1195-1203.
- **Ismayilova L., El-Bassel N.** (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.

- **Ismayilova L.,** Lee H.N., Shaw S., El-Bassel N., Gilbert L., Terlikbayeva A., Rozental T. (2014). Mental health and migration: Depression, alcohol abuse, and access to health care among migrants in Central Asia. *Journal of Immigrant and Minority Health* 16(6): 1138-1148.
- **Ismayilova L.,** Ssewamala F., Huseynli A. (2014). Reforming child institutional care in the Post-Soviet bloc: The potential role of family-based empowerment strategies. *Children and Youth Services Review* 47(2): 136-148.

## 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; non-resident 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*.
- APA Working Group on Health Disparities in Boys and Men and the APA Health Disparities Office. 2018. *Health Disparities in Racial/Ethnic and Sexual Minority Boys and Men*. [online] APA Health Disparities Office. Available at: <http://www.apa.org/pi/health-disparities/resources/race-sexuality-men-report.pdf>
- 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.

## MA, ZHIYING

SSA Scholar Page (<https://ssa.uchicago.edu/ssascholars/z-ma>)

Assistant Professor. B.A., Peking University, China; Ph.D., Chicago. Fields of Special Interest: disability studies; mental health; international social work.

**Selected publications:**

- **Ma Z** (2018). Review of *Unknotting the Heart: Unemployment and Therapeutic Governance in China* by Jie Yang. *Social Analysis*. 62(1):145-7.
- **Ma Z** (2017). Review of *Occupational Hazards: Sex, Business, and HIV in Post-Mao China* by Elanah Uretsky. *American Ethnologist*. 44(2):386-7.
- Sherer R, Dong H, Cong Y, Wan J, Chen H, Wang Y, **Ma Z**, Cooper B, Jiang I, Roth H, & Siegler M. (2017). "Medical Ethics Education in China: Lessons from Three Schools." *Education for Health*. 30(1):35-43.
- **Ma Z** (2015). Review of *Living Translation: Language and the Search for Resonance in U.S. Chinese Medicine* by Sonya Pritzker. *Medical Anthropology Quarterly*. 29(3):b1-b4.
- Li J, Li J, Gabbidon J, Clement S, **Ma Z**, Guo Y, & Thornicroft G (2014). "Reliability and Validity of the Chinese Version of Mental Illness: the Clinicians' Attitudes Scale among Community Mental Health Staff." *Journal of Clinical Psychiatry*. 4:227-9. [Chinese]
- **Ma Z** (2014). "An 'Iron Cage' of Civilization? Missionary Psychiatry and the Making of a 'Chinese Family' at the Turn of the Century." In Chiang H (ed.), *Psychiatry and Chinese History*. London: Pickering and Chatto. pp. 91-110.
- **Ma Z** (2014). "Intimate Politics of Life: the Family Subject and Mental Health Legislation." *Thinking*. 40(3):42-49. [Chinese]
- **Ma Z** (2014). "In the Name of Love and Medicine? Understanding the Experience of Female Psychiatric Inmates from the Perspective of Rights." In Zhang W (ed.), *Research on Disability Rights*. Beijing: *Social Sciences Academic Press*. pp. 224-249. [Chinese]

**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.

**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 non-profit 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

## MCCRACKEN, STANLEY G.

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

Lecturer. A.B., Northwest Nazarene; 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>)

David and Mary Winton Green 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 Fedoravicus, 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.

## MILLER, REUBEN JONATHAN

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.

- S. Assari, **R. 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
- **R. Miller**. 2017. Prisoner Reentry in an Era of Smart Decarceration. In Epperson, M. and C. Pettus-Davis (Eds) *Smart Decarceration: Achieving Criminal Justice Transformation in the 21st Century*. Oxford University Press.

- **R. Miller**, and F. Stuart. 2017. Carceral Citizenship: Race, Rights and Responsibility in the era of Mass Supervision. *Theoretical Criminology* 21 (4): 532-548.
- D. Patton, D. W. Brunton, A. Dixon, **R. Miller**, P. Leonard, and R. Hackman. 2017. Stop and Frisk Online: Theorizing Everyday Racism in Digital Policing in the Use of Social Media for Identification of Criminal Conduct Associations. *Social Media + Society* DOI: 10.1177/2056305117733344
- **R. Miller**, 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*.
- D. Patton, **R. 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.
- F. Stuart, and **R. Miller**. 2016. The Prisonized Old Head: Intergenerational Socialization and the Fusion of Ghetto and Prison Culture. *Journal of Contemporary Ethnography*.
- D. Watkins, Patton D., and **R. Miller**. 2016. The state of boys and men of color post-Ferguson. *Journal of Men's Studies*.
- **R. 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.
- **R. Miller**, D. Patton, and E. Williams. 2015. Rethinking Reentry. *Offender Programs Report* 19(1).
- D. Patton, and **R. 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*.
- **R. Miller**. 2014. Devolving the carceral state: Race, prisoner reentry and the micro-politics of urban poverty management. *Punishment and Society* 16(3): 305-335.

## MOSLEY, JENNIFER E.

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

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

### Selected publications:

- Jarpe, Meghan, **Jennifer E. Mosley**, and Bikki Tran Smith. In press. "Understanding the Collaborative Planning Process in Homeless Services: Networking, Advocacy, and Local Government Support May Reduce Service Gaps." *Journal of Public Health Management & Practice*.
- McBeath, Bowen, **Jennifer E. Mosley**, Karen Hopkins, Erick Guerrero, Michael J. Austin, and John E. Tropman. In press. "Building Knowledge to Support Human Service Organizational and Management Practice: An Agenda for Addressing the Research-to-Practice Gap." *Social Work Research*.
- **Mosley, Jennifer E.**, Tadeo Weiner-Davis, and Theresa Anast. In press. "Advocacy and Lobbying." *Routledge Companion to Nonprofit Management*. Stefan Toepler & Helmut K. Anheier, Editors. Abingdon, UK: Routledge.
- **Mosley, Jennifer E.** and Steven Rathgeb Smith. 2018. "Human Service Agencies and the Question of Impact: Lessons for Theory, Policy, and Practice." *Human Service Organizations: Management, Leadership, Governance*, 42(2): 113-122.
- **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 Katherine Gibson. 2017. "Strategic Use of Evidence in State Level Policymaking: Matching Evidence Type to Legislative Goals." *Policy Sciences*.
- **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.
- Park, S. Ethan, and **Jennifer E. Mosley**. 2017. "Nonprofit Growth and Decline During Economic Uncertainty." *Human Service Organizations: Management, Leadership, & Governance*.
- Park, S. Ethan, **Jennifer E. Mosley**, and Colleen M. Grogan. 2017. "Do Residents of Low Income Communities Trust Organizations to Speak on Their Behalf? Differences by Organizational Type." *Urban Affairs Review*.
- **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.

#### 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.
- Cook, Philip J., S. T. Parker, and **Harold A. Pollack**. 2015. "Sources of guns to dangerous people: What we learn by asking them." *Preventative Medicine* 79: 28-36. doi: 10.1016/j.ypmed.2015.04.021.
- Parish, Carrigan L., Margaret R. Pereyra, **Harold A. Pollack**, Gabriel Cardenas, Pedro C. Castellon, Stephen N. Abel, Richard Singer, and Lisa R. Metsch. 2015. "Screening for substance misuse in the dental care setting: Findings from a nationally representative survey of dentists." *Addiction* 110(9): 1516-1523. doi: 10.1111/add.13004.
- **Pollack, Harold A.** 2015. "Medicare for All—if it were politically possible—would necessarily replicate the defects of our current system." *Journal of Health Politics, Policy, and Law* 40(4): 921-929.
- Andrews, Christine M., Thomas A. D'Aunno, **Harold A. Pollack**, and Peter D. Friedmann. 2014. "Adoption of evidence-based clinical innovations: The case of buprenorphine use by opioid treatment programs." *Medical Care Research and Review* 71(1): 43-60.
- D'Aunno, Thomas, **Harold A. Pollack**, Jemima A. Frimpong, and David Wuchiet. 2014. "Evidence-based treatment for opioid disorders: A 23-year national study of methadone dose levels." *Journal of Substance Abuse Treatment* 47(4): 245-250.
- D'Aunno, Thomas, **Harold A. Pollack**, Lan Jiang, Lisa R. Metsch, and Peter D. Friedmann. 2014. "HIV testing in the nation's opioid treatment programs, 2005-2011: The role of regulations." *Health Services Research* 49(1): 230-48.
- 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.

### ROBINSON, SHANTÁ R.

SSA Scholar Page (<https://ssascholars.uchicago.edu/s-robinson>)  
 Assistant Professor. B.A., University of North Carolina, Asheville; M.A., University of North Carolina, Charlotte; Ph.D., Michigan. Fields of Special Interest: education; race, ethnicity, and culture; urban.

#### Selected publications:

- **Robinson, S. R.** (2016). Just do good work. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/advice/2016/09/29/simple-advice-getting-job-academe-essay>

### 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.
- 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.
- **Roderick, Melissa**. 2012. "Drowning in data but thirsty for analysis." *Teachers College Record* 114(11): 110309.

### SAMUELS, GINA MIRANDA

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:

- Dworsky, Amy, Morton, Mathew H., and **Samuels, Gina M.** (2018). Missed opportunities: Pregnant and parenting youth experiencing homelessness in American. Chicago, IL: Chapin Hall at the University of Chicago.
- Gibson, Katie, **Samuels, Gina M.**, and Pryce, Julia. (2018). Authors of accountability: Paperwork and social work in contemporary child welfare practice. *Children Youth Services Review*, 85, 43-52.
- Havlicek, Judy, and **Samuels, Gina M.** (2018). The Illinois state foster youth advisory board as a counterspace for well-being through identity work: Perspectives of current and former members. *Social Service Review*, 92(2), 241-189.
- Morton, Mathew H., **Samuels, Gina M.**, Dworsky, Amy, and Patel, Sonali (2018). Missed opportunities: LGBTQ youth homelessness in America. Chicago, IL: Chapin Hall at the University of Chicago.
- Curry, Susanna R., Morton, Matthew, Matjasko, Jennifer L., Dworsky, Amy, **Samuels, Gina M.**, and Schlueter, David. (2017). Youth homelessness and vulnerability: How does couch surfing fit? *American Journal of Community Psychology*. DOI: 10.1002/ajcp.12156
- Morton, Mathew H., Dworsky, Amy, and **Samuels, Gina M.** (2017). Missed opportunities: Youth homelessness in America. National estimates. Chicago, IL: Chapin Hall at the University of Chicago.
- Pryce, Julia, Napolitano, Laura, and **Samuels, Gina M.** (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, **Samuels, Gina M.**, and Kerman, Ben. (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., Wong, Marlene, and **Samuels, Gina M.** (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.

## 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.

## 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:

- **Voisin, D.** (In press). *America the beautiful and violent: Black youth and neighborhood trauma in Chicago.* Columbia University Press.
- Skaathun, D., **Voisin, D.**, Cornwell, B., Luderdale, D., & Schneider, J. (In press). A longitudinal examination of factors associated with network bridging among young Black men who have sex with men: Implications for HIV prevention. *AIDS and Behavior.*
- Hong, J., Kim, J., Lee, L., Shamoun, C., & **Voisin, D.** (In press). Pathways from peer victimization to sexually transmitted infections among African Americans. *Western Journal of Nursing Research.*
- Hong, J.S., Kim, D., Lee, C., Russ, R., Johns, S., & **Voisin, D.** (In press). Peer victimization and drug use among African American adolescents in Chicago: The moderating effects of religion. *Journal of the Society for Social Work and Research.*
- Logan-Green, P., Kim, E., Quinn, C., DiClemente, R., & **Voisin, D.** (In press). Ecologies of risk among African American girls in juvenile detention. *Children and Youth Services Review.*
- Burnside, Amanda, Noni Gaylord-Harden, Susanna So, and **Dexter R. Voisin.** (In press). A latent class analysis of community violence exposure and peer delinquency among African American adolescents. *Children and Youth Services Review.*
- **Voisin, D.**, Kim, D., Basett, S. & Morotto, P. (In press). Pathways linking family stress to youth delinquency and substance use: Exploring the mediating roles of self-efficacy and future orientation. *Journal of Health Psychology.*
- Hotton, A., Keene, L., Corbin, D., Schneider, J. & **Voisin, D.** (In press). The relationship between Black and gay community involvement and HIV-related risk behaviors among Black men who have sex with men. *Journal of Gay and Lesbian Social Services.*
- Morotta, P., & **Voisin, D.** (In press). Pathways to delinquency and substance use among African American youth: Does future orientation mediate the effects of peer norms and parental monitoring? *Journal of Health Psychology.*
- Kim, D., Hardy, J., Takahashi, L., & **Voisin, D.** (In press). The protective effects of religious involvement for African American youth in Chicago. *Journal of Child and Family Studies.*
- Kim, D., Michalopoulos, L.M., & **Voisin, D.** (In press). Validation of the brief symptom inventory measure among low-income African American adolescents exposed to community violence. *Journal of Interpersonal Violence.*
- Kim, D., Basset, S., Takahashi, L., & **Voisin, D.** (In press). What does self-esteem have to do with behavioral health among low-income African American youth? *Journal of Youth Studies.*
- **Voisin, D.**, Kim, D., Michalopoulos, L., & Patel, S. (In press). Exposure to community violence among low income African American youth in Chicago: A latent class analysis. *Violence and Victims.*
- Hong, J.S., **Voisin, D.**, Kim, J., Espelage, D., & Allen-Mears, P. (2018). Pathways from peer victimization to sexual risk among African American adolescents in Chicago's Southside. *Psychology of Violence.* DOI: 10.1037/vio0000164 (<http://dx.doi.org/10.1037/vio0000164>).
- **Voisin, D.**, & Kim, D. (2018). "Broken windows": Neighborhood conditions and behavioral health among low income African American youth in Chicago. *Journal of Health Psychology*, 23(4), 527-537.

- Bird, J., & Voisin, D. (2017). Understanding the developmental and psychosocial needs of HIV positive gay adolescents. In L. Wilton (Ed). *Understanding prevention for HIV positive gay men: Innovative approaches in addressing the AIDS epidemic* (pp. 267-294). New York: Springer Press.
- Burnside, A., Gaylord-Harden, N., So, S., & Voisin, D. (2017). Examining the factor structure of the coping with community violence scale for urban youth. *Journal of Interpersonal Violence*. DOI: org/10.1177/0886260517739889 (<https://doi.org/10.1177/0886260517739889>).
- Bouris, A., Voisin, D., Pilloton, M., Flatt, N., Hampton, K., Kuhns, L., Eder, M., & Schneider, J. (2017). A retention in HIV care network intervention for young Black men who have sex with men: Efficacy results from Project nGage. *AIDS and Behavior*. DOI: 10.1007/s10461-017-1954-8.
- McCullagh, C., Quinn, K., Voisin, D., & Schneider, J. (2017). A longitudinal examination of factors associated with social support satisfaction among HIV positive Black men who have sex with men. *AIDS Care*, 29(12), 1598-1604.
- Morotta, P., & Voisin, D. (2017). Assessing three pathways to delinquency and drug use among low income African American adolescents in Chicago. *Children and Youth Services Review*, 75, 7-14.
- Dacus, J.D., Voisin, D., & Barker, J. (2017). "Proud I Am Negative": Maintaining HIV Seronegativity among Black men who have sex with men in New York City. *Men and Masculinities*. DOI: 1097184X17696174 (<https://doi.org/10.1177/1097184X17696174>).
- Schneider, J., Kozloski, M., Michaels, S., Skaathun, B., Voisin, D., Lancki, N., Morgan, E., Khanna, A., Green, K., Coombs, R., Friedman, S., Laumann, E., & Schumm, P. (2017). Criminal justice involvement history 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.
- Nebbitt, V., Voisin, D. & Mohammed, T. (2017). Early onset of sexual intercourse and parental incarceration among African American youth living in urban public housing *Journal of Urban Health*, 94(1)125-135.
- Quinn, K., Voisin, D., Bouris, A., Jaffee, K., Kuhns, L., Eavou, R., & Schneider, J. (2017). Dimensions of stigma and health factors among Black men who have sex with men. *AIDS and Behavior*, 21(1), 207-216.
- Hong, J.S., Voisin, D., Cho, S., Smith, D.C., & Resko, S.M. (2017). From peer victimization to substance use among African American adolescents in Southside Chicago: Integrating research, practice and social justice. *American Journal of Orthopsychiatry*. DOI: 10.1037/ort0000247 (<http://dx.doi.org/10.1037/ort0000247>).
- Voisin, D., Hotton, A., & Schneider, J. (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, D., Quinn, K., Kim, D.H., & Schneider, J. (2017). A longitudinal analysis of antiretroviral adherence among young Black men who have sex with men. *Journal of Adolescent Health*, 60(4), 411-416.
- Voisin, D., Sales, J., Hong, J.S., Jackson, J., Rose, E., & DiClemente, R. (2017). Social context and problem factors among youth with juvenile justice involvement histories. *Behavioral Medicine*, 43(1), 71-78.
- Hong, J.S., Voisin, D., & Lee, J. (2016). Applying an ecological approach to school safety among African American youth. *Youth Violence & Juvenile Justice*. DOI: 10.1177/1541204016680406.
- Elsaesser, C., Hong, J.S., & Voisin, D. (2016). Violence Exposure and Bullying among African American youth: The positive role of school engagement. *Children and Youth Services Review*. 70, 394-402.
- Bird, J., Eversman, M., & Voisin, D. (2016). "You can't just trust everybody": Disclosure strategies among HIV-positive Black men who have sex with men. *Culture Health and Sexuality*, 19(8), 829-843.
- Voisin, D., Hardy, J., Kim, D., & Elsaesser, C. (2016). The relationship between parental influences and wellbeing among low-income African American youth. *Child and Youth Care Forum*. 46(2), 223-242.
- Voisin, D., Kim, D., Takahashi, L., Morotta, P., & Bocangera, K. (2016). Involvement in the juvenile justice system for African American adolescents: Examining associations with adolescent wellbeing. *Journal of Social Service Research*, 43(1), 129-140.
- Morgan, E., Khanna, A., Skaathun, B., Michaels, S., Young, L., Duvoisin, R., Chang, M., Voisin, D., Cornwell, B., Coombs, R., Friedman, S., & Schneider, J. (2016). Marijuana use among young Black men who have sex with men and the HIV Care Continuum: Findings from the uConnect Study. *Substance Use & Misuse*, 51(13), 1751-1759.
- Yorke, C., Voisin, D., & Berringer, K. (2016). 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.
- Voisin, D., Patel, S., Hong, J.S., Takahashi, L., & Gaylord-Harden, N. (2016). Behavioral health correlates of exposure to community violence among low income African American adolescents in Chicago. *Children and Youth Services Review*, 69, 97-105.
- Voisin, D., Corbin, D., & Jones, C. (2016). A conceptualization of spirituality among African American young adults. *Western Journal of Black Studies*, 40(1) 1-12.
- Voisin, D., Kim, D. & Hong, J.S. (2016). A closer look at school bonding among African American adolescents in low income communities: A latent class analysis. *Journal of Health Psychology*. DOI: 10.1177/135910531665897 (<https://www.ncbi.nlm.nih.gov/pubmed/27484091>).

- Hong, J.S., **Voisin, D.**, Cho, S., & Espelage, D. (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*, 18(5), 1007-1016.
- **Voisin, D.**, Hotton, A., & Neilands, T. (2016). Exposures to community violence and sexual behaviors among African American youth: Testing multiple pathways. *Behavioral Medicine*. DOI: 10.1080/08964289.2016.1189394 (<https://doi.org/10.1080/08964289.2016.1189394>).
- **Voisin, D.** (2016). The public health implications of violence exposures: Violence and immunological outcomes among perinatally HIV infected youth. *Journal of Adolescent Health*, 59, 3-4.
- Hong, J.S., **Voisin, D.**, Hyeouk, C., & Feranil, M. (2016). Sexual knowledge, attitudes, and behaviors of South Korean adolescents: A systemic review. *Journal of Social Service Research*, 42(5), 584-597.
- Kuhns, L., Hotton, A., Garofalo, R., Muldoon, A., Jaffe, K., Bouris, A., **Voisin, D.**, & Schneider, J. (2016). A syndemic index is associated with antiretroviral medication adherence among HIV-positive youth. *AIDS Patient Care and STDs*, 30(4), 185-92.
- **Voisin, D.**, Berringer, K., Takahashi, L., Kuhnen, J., & Burr, S. (2016). No safe havens: Protective parenting strategies for African American youth living in violent communities. *Violence and Victims*. 31(3), 523-536.
- Yorke, C., & **Voisin, D.**, & Baptiste, D. (2016). Factors related to help-seeking attitudes about professional mental health services among Jamaican immigrants in New York City. *International Social Work*. 59(2) 293-304.
- **Voisin, D.**, Elsaesser, C., Kim, D, Patel, S., & Cantara, A. (2016). The relationship between family stress and behavioral health among African American adolescents. *Journal of Child and Family Studies*, 25(7), 2201-2210.
- Quinn, K, **Voisin, D.**, Bouris, A., & Schneider, J. (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, S., **Voisin, D.**, Burnside, A., & Gaylord-Harden, N. K. (2016). The relationship between future orientation and health related factors among African American adolescents. *Children and Youth Services Review*, 61, 15-21.
- **Voisin, D.**, & Elsaesser, C. (2016). Brief report: The protective effects of school engagement for African American adolescent males. *Journal of Health Psychology*, 21(4), 573-576.
- **Voisin, D.**, Takahashi, L., Berringer, K., Kuhnen, J., & Burr, S. (2016). "Sex is violence": African American parents' perceptions of the link between exposure to community violence and youth sexual behaviors. *Child and Family Social Work*, 21(4), 464-472.
- Nebbitt, V., & **Voisin, D.** (2016). Correlates of cumulative sexual risk behaviors among African American youth living in public housing. *Journal of Epidemiology & Community Health*, 3(3), 394-402.
- **Voisin, D.** (2015). Silent Gunshots: The deafening toll of gun violence in America. *Trauma and Treatment*, S, 4, 1-2.
- So, S., Gaylord-Harden, N. K., **Voisin, D.** & Scott, D. (2015). Future orientation as a protective factor for African American adolescents exposed to community violence. *Youth and Society*, DOI: 0044118X15605108 (<https://doi.org/10.1177/0044118X15605108>).
- Hong Song, J., **Voisin, D.**, & West, S. (2015). A review of STI/HIV interventions for juvenile justice youth: Do they respond to an ecological approach? *Child and Family Social Work*, 24(9), 2769-2778.
- Elsaesser, C., & **Voisin, D.** (2015). Correlates of polyvictimization among African American youth. *Journal of Interpersonal Violence*, 30(17), 3022-3042.
- **Voisin, D.**, Chen, P., Fullilove, R., & Jackobson, K. (2015). The relationship between community violence exposure and sexual behaviors among a nationally representative sample of adolescents: Examining the moderating effects of gender and ethnicity. *Journal of Social Service Research*, 4(3), 295-306.
- Bird, J., **Voisin, D.**, & Fisher, B. (2015). Millennial college students: Digital media, sexual risks and innovative digital approaches to improving sexual health. In L. Wilton, R. Palmer, and D. Maramba (Eds). *Understanding HIV and STI Prevention for College Students*. (pp. 27-54). New York: Routledge Press.
- Shi Shiu, C., **Voisin, D.**, Chen, W., Juo, Y., Hardesty, M., & Huong, N. (2015). A synthesis of 20 years of research on sexual risk among Asian/Pacific Islander men who have sex with men in Western countries. *American Journal of Men's Health*, 10(3), 170-180.
- **Voisin, D.**, & Berringer, K. (2015). Interventions targeting exposure to community violence sequelae among youth: A commentary. *Clinical Social Work Journal*, 43(1), 98-108.
- **Voisin, D.**, Walsh, T., Flatt, N., Eavou, R., Bertozzi-Villa, C., Eder, M., & Schneider, J. (2014). HIV medication adherence, substance use, sexual risk behaviors and psychological distress among younger Black men who have sex with men and transgender women: Preliminary findings. *Journal of Nursing Education and Practice*, 4(12), 27-33.

- King, K., **Voisin, D.**, & DiClemente, R. (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.
- **Voisin, D.**, King, K., DiClemente, R., & Carry, M. (2014). Correlates of gang involvement and health-related factors among detained African American females. *Children and Youth Services Review*, 44, 120-125.
- McFadden, R., Bouris, A., **Voisin, D.**, Glick, B., & Schneider, J. (2014). Dynamic social support networks of younger black men who have sex with men with new HIV infection. *AIDS Care*, 26(10), 1275-1282.
- **Voisin, D.**, Hotton, A., & Neilands, T. (2014). Testing pathways linking exposure to community violence and sexual behaviors among African American adolescents. *Journal of Youth and Adolescence*, 43(9), 1513-1526.

## 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, and 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. DOI:10.1007/s10567-017-0229-2
- 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. DOI: 10.1007/s10964-016-0496-0
- Liu, C.H., **Miwa Yasui**, R. Giallo, E. Tronick, and L. Seidman. 2016. U.S. parents with mental health problems: Parenting experiences and children's functioning. *Archives of Psychiatric Nursing*, 30 (6), 753-760. <http://doi.org/10.1016/j.apnu.2016.07.006>
- Dishion, Thomas J., and **Miwa Yasui**. 2015. "Translating models of adolescent problem behavior into effective intervention: Trials, Tribulations and Future Directions." In *Handbook of Developmental Psychology in Action: Opportunities and Obstacles in Giving Developmental Psychology Away*, Rudolph Schaffer and Kevin Durkin, eds. New York: Blackwell Publishing. DOI: 10.1002/9781119095699.ch17
- **Yasui, Miwa**. 2015. "The cultural ecogram: A tool for 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. DOI: 10.1080/15313204.2014.991980
- **Yasui, Miwa**. 2015. "A review of the empirical assessment of processes in ethnic-racial socialization: Examining methodological advances and future areas of development." *Developmental Review*, 37, 1- 40. DOI: 10.1016/j.dr.2015.03.001 (lead article).
- **Yasui, Miwa**, Thomas J. Dishion, Elizabeth Stormshak, and Alison Ball. 2015. Socialization of culture and coping with discrimination among American Indian families: Examining cultural correlates of youth outcomes. *Journal of the Society for Social Work and Research*, 6 (3), 317-341. DOI: 10.1086/682575
- **Yasui, Miwa**, Alison E. Hipwell, Stephanie D. Stepp, and Kate Keenan. 2015. "Psychocultural correlates of mental health service utilization among African American and European American girls." *Administration and Policy in Mental Health and Mental Health Services Research* 42(6): 756-766. doi: 10.1007/s10488-014-0610-0
- **Yasui, Miwa**, and Lauren Wakschlag. 2015. "The Culturally-Enhanced Videofeedback Engagement (CEVE) Framework: Preliminary data on the use of shared observations to enhance therapeutic engagement of clinicians with culturally diverse families." *Transcultural Psychiatry* 52(3): 417-443. DOI: 10.1177/1363461514561076
- 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. DOI: 10.1007/s12552-014-9111-8
- **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. DOI: 10.1002/jclp.22058

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*.
- **Ybarra, Marci A.**, 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.
- Ha, Yoonsook, and **Marci A. Ybarra**. 2014. "The role of parental immigration status in Latino Families' Child Care Selection." *Children and Youth Services Review* 47(P3): 342-351.

ZARYCHTA, ALAN

SSA Scholar Page ([https://ssascholars.uchicago.edu/a-zarychta/publications\\_zarychta](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.



# ASSOCIATES

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## LECTURERS

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Linda Diamond Shapiro

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Hannah West O'Connor

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## FIELD AGENCIES

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THIS LIST IS A SAMPLE LISTING OF FIELD PLACEMENTS FROM THE 2018-19 ACADEMIC YEAR. FOR MORE INFORMATION REGARDING FIELD PLACEMENTS, PLEASE CONTACT THE DIRECTOR OF FIELD EDUCATION (NCHERTOK@UCHICAGO.EDU).

- Access Community Health Network - Admin
- Advocate Illinois Masonic Medical Center - Crisis Team
- Advocate Illinois Masonic Medical Center - Department of Psychiatry Inpatient Unit
- After-School All-Stars
- Aging Care Connections
- AIDS Foundation of Chicago - In-home Behavioral Health Program
- Akiba-Schechter Jewish Day School
- Albany Park Community Center - Clinical
- Alexian Brothers Behavioral Health Hospital
- Alivio Medical Center - Behavioral Health
- Alternative Schools Network
- Alternatives, Inc.
- 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)
- Arrupe College of Loyola University of Chicago
- Asian Americans Advancing Justice (formerly Asian American Institute)
- Asian Human Services, Inc. - Mental Health Program
- Barr-Harris Children's Grief Center
- Become: Center for Community Engagement and Social Change
- Bright Star Community Outreach - Family Advocacy Center
- Brighton Park Neighborhood Council - Full Service Community School Initiative
- Broadway Youth Center
- BUILD, Inc.
- Caritas
- Catholic Charities - Arts of Living Institute
- Catholic Charities - Refugee Resettlement Program
- CCS Fundraising
- Center for Changing Lives - Housing Internship
- Center for Contextual Change
- Center for the Human Rights of Children - Loyola University
- Center for Veterans and Their Families at Rush Medical Center: Road Home
- 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 Alliance Against Sexual Exploitation
- Chicago Area Fair Housing Alliance
- Chicago Center for Youth Violence Prevention
- 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 - Forensic Interviewing
- Chicago Coalition for the Homeless
- Chicago Collegiate Charter School
- Chicago Commons
- Chicago Counseling Associates - Internship Program
- Chicago Foundation for Women
- Chicago Freedom School

- Chicago House - Employment Program
- Chicago House - Independent and Supportive Living Program
- Chicago House - Supportive Living Program
- Chicago Hyde Park Village
- Chicago Institute for Psychoanalysis
- Chicago Jobs Council
- Chicago Lakeshore Hospital - Child and Adolescent Inpatient
- Chicago Lakeshore Hospital - Dual Diagnosis Unit
- Chicago Mayor's Office for People with Disabilities
- Chicago Public Schools - Bowen High School
- Chicago Public Schools - Network 4
- Chicago Public Schools - Office of Diverse Learner Student Supports
- Chicago Torture Justice Center
- Chicago Women's Health Center
- Chicago Youth Programs
- Children's Home & Aid - Behavioral Health
- Children's Place Association - Family & Community Services and Early Learning Center
- Children's Research Triangle - Trauma Treatment Program
- Chinese Mutual Aid Association
- Christian Community Health Center - Behavioral Health Services
- CICS - Northtown
- City Colleges of Chicago - Daley College Wellness Center
- CJE SeniorLife - Community Counseling
- Clayton Residential Home
- Columbia College Chicago - Student Counseling Services
- Community Consolidated School District 15
- Community Counseling Centers of Chicago - Adolescent & Children Outpatient - North Location
- Conscience Community Network (One Hope United)
- Department of Children and Family Services - Office of Housing & Cash Assistance
- Depression and Anxiety Specialty Clinic of Chicago
- DRW Trading College Prep
- Edward Hines, Jr., VA Hospital
- Enlace Chicago - School-Based Counselors
- EPIC Academy Charter High School
- Erie Neighborhood House - Proyecto Cuidate
- Esperanza Community Services - Therapeutic Day School
- Evanston Township High School
- Evanston/Skokie School District 65
- Facing Forward to End Homelessness
- Family Rescue - Rosenthal Family Lodge and/or Ridgeland Apartments
- Federal Defender Program - Mitigation
- Feeding America
- Friend Family Health Center
- Gary Comer College Prep Noble Street S. Campus (Charter High School)
- Gary Comer Middle School
- Gary Comer Youth Center - Community Schools
- Gateway Foundation - Chicago River North Outpatient Program
- Gateway Foundation - LSTAR and Aspire Programs
- Girl Forward
- Glenbrook South High School - Special Education and/or Guidance Departments
- Goethe Elementary School
- Greater Chicago Food Depository
- Greater Lawndale High School for Social Justice
- Hana Center - Wellness (Counseling) Department

- Heartland Alliance - Rapid Employment and Development Initiative (READI)
- Heartland Alliance - Research and Policy Division (includes Social IMPACT placement)
- Heartland Alliance for Human Needs - International Programs
- Heartland Alliance Marjorie Kovler Center
- Heartland Health Outreach - Behavioral Health Services
- Heartland Housing - Leland Apartments
- Heartland Human Care Services - Building Stable Communities
- Heartland Human Care Services - Neon - Youth Transitional Housing
- Heartland Human Care Services - Refugee and Immigrant Community Services
- Heartland Human Care Services - Shelter Plus Care-Housing Division
- Hinsdale Family Medicine Center
- Housing Opportunities and Maintenance for the Elderly (HOME)
- Howard Brown Health Center - Behavioral Health Services
- Illinois Caucus for Adolescent Health
- Illinois Coalition for Immigrant and Refugee Rights
- Illinois Coalition for Immigrant and Refugee Rights - Mental Health Advocacy
- Illinois Criminal Justice Information Authority - Adult Redeploy Illinois
- Illinois Criminal Justice Information Authority - Research and Analysis Unit
- Indiana University - South Bend - Student Counseling Center
- Infant Welfare Society of Evanston
- Inner-City Muslim Action Network - Behavioral Health Services
- Inner-City Muslim Action Network - Organizing
- Insight Behavioral Health Centers
- Institute for Juvenile Research
- International Organization for Adolescents (IOFA)
- Iris Krieg & Associates
- James B. Moran Center for Youth Advocacy
- Jesse Brown V.A. Hospital
- Jewish Child and Family Services (JCFS)
- Jewish Child and Family Services (Outpatient Counseling)
- Jewish Council for Youth Services - Michael R. Lutz Family Center - Wicker Park
- John H. Stroger, Jr., Hospital of Cook County - Department of Trauma
- John Marshall Law School - International Human Rights Clinic
- Johnson College Prep
- Juvenile Protective Association
- JVS Chicago - Placement Assistance and Training Program
- KIPP - Chicago
- La Casa Norte - Palante Supportive Housin - Case Management
- LAF (Legal Assistance Foundation of Metropolitan Chicago) - Client Support Services
- Latin United Community Housing Association
- Latino Policy Forum (formerly Latinos United)
- Lawyers' Committee for Better Housing
- LEARN Charter School - Campbell Campus
- Leyden Family Services and Mental Health Center - Aftercare Department
- Liberty Junior High School
- LIFT-Chicago
- Lincoln Park Community Shelter
- Little Brother's Friends of the Elderly
- Mandel Legal Aid Clinic
- McGaw YMCA - Achiever's and SOAR
- Mercy Home - Girls Campus Academy
- Mercy Home for Boys and Girls
- Metropolitan Family Services - Adult Mental Health Outpatient
- Metropolitan Family Services - Adult Protective Services

- Metropolitan Family Services - Domestic Violence Counseling Program
- Metropolitan Family Services - Domestic Violence Counseling Program - Midway
- Metropolitan Family Services - Jane Addams Domestic Violence Court Advocacy Program
- Metropolitan Family Services - Midway Center
- Metropolitan Family Services - Midway Center - Adoption Preservation Program
- Metropolitan Family Services - Quality and Outcomes Department
- Metropolitan Family Services - Midway Center - Adoption Preservation Program
- Midwest Care Management Services
- Montessori School of Englewood
- Morton School Based Health Center
- Mt. Sinai Hospital - Psychiatry and Behavioral Health - Adult Program
- Mt. Sinai Hospital - Under the Rainbow (Children and Adolescent Outpatient Behavioral Health)
- Muchin College Prep
- Namaste Charter School
- New Trier High School
- Nicasa Behavioral Health
- Noble Street College Prep
- North Lawndale College Prep Charter High School - Development
- North Shore Senior Center
- North Shore Senior Center - House of Welcome Adult Day Services
- Northshore University Health System - Adolescent Partial Program
- Northwest Suburban Special Education Organization - Miner School
- Northwestern Medicine - Stone Mental Health Center - Outpatient Psychiatry
- Northwestern Memorial Hospital - Social Work Department
- Northwestern University - Health Promotion and Wellness
- Oak Park & River Forest High School (District 200)
- Oak Park River Forest Community Foundation
- Oak Street Health - Care Management
- One Million Degrees (formerly Illinois Education Foundation)
- Ounce of Prevention Fund (The)
- Outpatient Senior Health Center of University of Chicago
- PCC Community Wellness Center
- PCC Community Wellness Center - Behavioral Health
- Perspectives Charter School III/Math and Science Academy
- Perspectives Charter Schools
- Perspectives High School Technology
- Planned Parenthood of Illinois and Planned Parenthood Illinois Action - Public Policy and External Affairs
- Polk Bros. Foundation
- Precious Blood Ministry of Reconciliation (PBMR)
- Presence Behavioral Health - St. Francis Outpatient Behavioral Health Clinic
- Presence Behavioral Health (formerly Resurrection)
- Presence Behavioral Health at St. Mary & Elizabeth Medical Center - Outpatient Behavioral Health
- Presence Health - Harborview Recovery Center
- Presence St. Mary and Elizabeth Medical Center - Inpatient Behavioral Health
- PrimeCare Community Health - Medication-Assisted Treatment Program
- Public Health Institute of Metropolitan Chicago
- Rainbow Hospice and Palliative Care
- Rape Victim Advocates
- Rape Victim Advocates - Education and Training Program
- RefugeeOne
- Renfrew Center of Illinois
- Response Center - Center for Sexual Health
- Retirement Research Foundation

- River Forest Public Schools - District 90
- Rush University Medical Center
- Rush University Medical Health Center - Department of Social Work and Community Health
- St. Anthony Hospital - Community Wellness - Family Support Program
- Salvation Army - Mobile Outreach
- Sarah's Inn
- Sarah's Inn - Intervention - Advocacy and Counseling-Legal Advocacy
- SGA Youth and Family Services - Department of Research and Evaluation
- Shirley Ryan Ability Lab (formerly Rehabilitation Institute of Chicago)
- Sonia Shankman Orthogenic School
- Smart Decarceration Initiative
- Taller de Jose
- TASC - Supportive Release Center
- Teen Living Programs - Outreach, Prevention, and After Care
- The ARK of St. Sabina
- The Hope Learning Academy
- The Noble Academy
- The Theraplay Institute
- Thirty Million Words Project - University of Chicago
- Thresholds Dincin Center for Recovery
- Thresholds Substance Use Treatment Programs
- Thresholds - Mobile Assessment - Unit Chicago Dept. of Public Health Project
- Thresholds - Mobile Assessment - Shelter Library Linkage - CORE Placement
- Trilogy - Recovery Services
- UCAN Residential
- UCAN - Counseling & Youth Development - Intake Team
- UIC College Prep High School - The LSV Campus
- Unoja Student Development Corporation - Restorative Justice and Social Emotional Learning
- University of Chicago - Chicago Center for HIV Elimination
- University of Chicago Charter School - Carter G. Woodson Charter School
- University of Chicago Charter School - North Kenwood Oakland Campus
- University of Chicago Charter School - Donoghue Charter
- University of Chicago Charter School - Donoghue Campus
- University of Chicago Health Lab - Supportive Release Center
- University of Chicago Medicine - Adult and Pediatric HIV Program - Care2Prevent
- University of Chicago Medicine - Transplant Department - Kidney, Pancreas, and Islet Cell
- University of Chicago Medicine - Comprehensive Care Program
- University of Chicago Medicine - Section of Geriatric and Palliative Medicine
- University of Chicago Urban Labs - Poverty Lab
- University of Chicago, Biological Science Division (BSD), Department of Medicine, Section of Nephrology
- Urban Alliance
- U.S. Commission on Civil Rights - Regional Programs Unit
- Village of Skokie Office of Human Services
- WestCare Illinois, Inc
- World Language High School
- Year UP Chicago
- YMCA - Youth Safety and Violence Prevention
- Young Center for Immigrant Children's Rights at the University of Chicago Law School
- Youth Guidance
- Youth Guidance - CAP-SEL Program
- Youth Guidance - Becoming a Man Program (B.A.M.)
- Youth Guidance - School Based Counseling

- Youth Outreach Services - Melrose Park
- YWCA - Evanston/North Shore



# SSA CALENDAR

## SUMMER QUARTER 2018

Description	Date(s)
U-Pass Start Date	June 13
Advanced Standing Orientation	June 14-15
Classes Begin	June 18
Add/Drop Deadline	June 22
Independence Day Holiday	July 4
Pass/D/Fail Petitions Due	July 13
Grade Submission Deadlines for Graduating Students	August 18
Quarter Ends/U-Pass End Date	August 25
Grade Submission Deadlines for Continuing Students	August 29
Autumn Quarter Registration	Sept. 17-20

**International Student Orientation:** September 17-20

**EEP Orientation:** September 22

**MA and PhD Orientation:** September 24-27

## AUTUMN QUARTER 2018

Description	Date(s)
U-Pass Start Date	September 26
Classes Begin	October 1
Add/Drop Deadline	October 5
Fieldwork Begins (Second year students)	October 8
Fieldwork Begins (First year students)	October 9
Fieldwork Learning Agreements Due to Field Consultant (Full-time Program)	October 25
Pass/D/Fail Petitions Due	October 26
Fieldwork Learning Agreements Due to Field Consultant (EEP students)	November 12
Winter Quarter Registration	November 12-16
Thanksgiving Holiday	November 22-23
Fieldwork Evaluations Due to Field Consultant (Full-time Program)	December 3
Grade Submission Deadlines for Graduating Students	December 8
Fieldwork Ends	December 15
Autumn Quarter Degree Conferral	December 15
Quarter Ends/U-Pass End Date	December 15
Winter Break	Dec. 16 - Jan. 6
Grade Submission Deadlines for Continuing Students	December 19

## WINTER QUARTER 2019

Description	Date(s)
U-Pass Start Date	January 2
Classes and Field Work Begin	January 7
Add/Drop Deadline	January 11
Dr. Martin Luther King, Jr., Birthday Observance	January 21
Fieldwork Evaluations Due to Field Consultant (All EEP students)	January 29
Pass/D/Fail Petitions Due	February 1
Spring Quarter Registration	February 18-22
Fieldwork Evaluations Due to Field Consultant (Full-time Program)	March 11
Grade Submission Deadlines for Graduating Students	March 16

Fieldwork Ends	March 16
Winter Quarter Degree Conferral	March 23
Quarter Ends (U-Pass will not end this quarter)	March 23
Spring Break	March 23-31
Grade Submission Deadlines for Continuing Students	March 26

### SPRING QUARTER 2019

<b>Description</b>	<b>Date(s)</b>
Classes and Field Work Begin	April 1
Add/Drop Deadline	April 5
Graduation Applications Due	April 5
Pass/D/Fail Petitions Due	April 26
Fieldwork Evaluations Due to Field Consultant (All EEP students and Full-time second year students)	May 21
Memorial Day Holiday	May 27
Fieldwork Evaluations Due (Full-time first year students)	June 7
Fieldwork Ends (Second year Full-time and graduating EEP students)	June 7
Grade Submission Deadlines for Graduating Students	June 8
Fieldwork Ends (First year Full-time students)	June 14
SSA Hooding Ceremony	June 14
Spring Quarter Degree Conferral and University Convocation/U-Pass End Date	June 15
Grade Submission Deadlines for Continuing Students	June 18

\* Calendar is subject to change.



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