

COURSES OF INSTRUCTION

SOCIAL SERVICE ADMINISTRATION COURSES

SSAD 21501. Theory and Practice in Environmental Organizing and Activism. 100 Units.

This course explores how organizations—civic, private, governmental—working in the field of environmental advocacy construct, deploy and are shaped by distinct discourses governing relationships between nature and society. The environment is a field of social action in which organizations attempt to effect change in large domains like resource conservation, access, stewardship, and a basic right to environmental quality in everyday life. The work of effecting change in these complex domains can assume a variety of forms including public policy (through the agencies of the state), private enterprise (through the agency of the market), 'third sector' advocacy (through the agency of nonprofit organizations) and social activism (through the agency of social movements and community organizations). State, market, civil society and social movement organizations are where ideas are transmitted from theory to practice and back again in a recursive, dialectical process. These contrasting forms of organization have different histories, wellsprings and degrees of social power. Moreover, they bring different epistemologies to their claims about being legitimate custodians of nature—that is to say they can be understood genealogically. As such, organizations working to effect environment change are at once animated by and constitutive of distinct discourses governing the relationships between nature and society. The course explores how those distinct discourses are associated with a suite of different organizational realms of social action; the goal is trying to connect the dots between discursive formations and organizational forms.

Instructor(s): Mary Beth Pudup Terms Offered: Winter

Note(s): This course counts towards the ENST 4th year Capstone requirement.

Equivalent Course(s): CEGU 31501, RDIN 21501, GLST 21501, SSAD 41501, HMRT 21501, ENST 21501, CEGU 21501, MAPS 31101

SSAD 21850. Housing and Society: Interventions and Disruptions. 100 Units.

This course builds on Housing, Inequality, and Society I to consider the United States' approach to housing and inequality with a particular focus on Federal programs. The course will consider how and when housing became a social problem that was deemed worthy of policy intervention at the Federal level. Students will become intimately familiar with the main Federal housing programs such as Public Housing, Housing Choice Vouchers, Project Based Section 8, the Home Mortgage Interest Deduction, and the Low Income Housing Tax Credit. The course will explicitly consider the degree to which housing policy has been shaped by prevailing racial hierarchies. Specifically, we will examine how the segregative ideals of both the North and South have limited the potential of housing policy to achieve justice. Recent attempts at representational and redistributive housing policy will be considered as students strive towards a detailed understanding of policy "as it is" as well as a vision of "what could be."

Equivalent Course(s): SSAD 41850

SSAD 22755. Labor and Resistance at the Margins: Race, Gender, and "Dirty" Work. 100 Units.

Over 100 years ago, Black feminist scholar Anna Julia Cooper challenged narrow definitions of work—which excluded much of the household labor relegated to women—and argued for work to be more broadly defined as "all human exertion." In this class, we put gender in conversation with race, ethnicity, class, power, and labor to answer the following questions: 1) What is labor? What types of labor do we deem "dirty" work? 2) Who does the dirty work and the care work that keeps society going? What social, economic, and political constraints influence the type of work we do? 3) How do we practice resistance in our work? While global perspectives on labor are welcome and incredibly useful, this course and its readings mainly discuss labor and work within the U.S. context.

Equivalent Course(s): RDIN 22755, GNSE 33183, SSAD 42755, RDIN 42755, GNSE 23183

SSAD 23013. Educational Excellence in US Public Schools. 100 Units.

What are the mechanisms that promote educational excellence for students in US public schools? Are there particular aspects of the school setting that enhance the educational experience of students? In this discussion based course, we will engage these questions via extant literature and community engaged activity (i.e. getting involved with a school). The core interests central this course are as follows: (1) at the conclusion of this course one should be better positioned to promote educational/academic excellence for students in the United States, and (2) one should be better positioned to eradicate inequity and inequality in the educational/academic excellence of students in the United States.

Instructor(s): Darnell Leatherwood Terms Offered: Spring

Equivalent Course(s): CHDV 23013, EDSO 23013

SSAD 23016. The History of American Urban Education. 100 Units.

This course explores the complex history of American urban education from the 19th century to modern times. Our primary analytical lens will be the role of place, race, and ethnicity in the making of contemporary schools, schooling, and curriculum in US urban centers. We will undertake this exploration by examining a selection of books, some of which are "foundational" texts in the history of American urban education, others that have opened new and important areas of research in the field, and still others that have addressed vital issues in the history of urban education in a particularly compelling way.

Equivalent Course(s): RDIN 23016, RDIN 33016, EDSO 33016, CHST 23016, CHDV 23016, CHDV 33016, EDSO 23016

SSAD 25003. Immigration, Law and Society. 100 Units.

Law is everywhere within the social world. It shapes our everyday lives in countless ways by permitting, prohibiting, protecting and prosecuting native-born citizens and immigrants alike. This course reviews the major theoretical perspectives and sociological research on the relationship between law and society, with an empirical focus on immigrants in the United States, primarily from Mexico and Central America. To begin, we explore the permeation of law in everyday life, legal consciousness, and gap between "law on the books" and "law on the ground." The topic of immigration is introduced with readings on the socio-legal construction of immigration status, theories of international migration, and U.S. immigration law at the national and subnational levels. We continue to study the social impact of law on immigrants through the topics of liminal legality; children, families, and romantic partnerships; policing, profiling, and raids; detention and deportation; and immigrants' rights. This course adopts a "law in action" approach centered on the social, political, and cultural contexts of law as it relates to immigration and social change. It is designed to expose you to how social scientists study and think about law, and to give you the analytical skills to examine law, immigration, and social change relationally.

Terms Offered: TBD

Equivalent Course(s): PBPL 25003, HMRT 25003, RDIN 25003, LACS 25003, SOCI 28079

SSAD 25006. Global Health Initiatives: An Interdisciplinary Approach. 100 Units.

This course provides an introductory understanding of global health from an interdisciplinary perspective. The course explores the historical and contemporary dimensions of global health initiatives, offering theoretical and analytical tools for assessing, planning, and implementing global health programs and services. With a focus on addressing global health disparities, particularly among marginalized populations, students delve into the complexities of global health problems and interventions. The course situates global health policy considerations in a globalizing world, emphasizing theoretical, conceptual, and practical models related to policies, programs, and services across diverse countries based on income, geography, and socio-cultural environment. Students are encouraged to critically analyze major global health trends, disparities, and the role of international organizations, gaining insight into the forces that shape global health practice. The objectives encompass exploring trends, educating about relief and development policies, and providing macro frameworks for planning health projects globally. The educational outcomes emphasize students' abilities to evaluate research, apply knowledge to diverse contexts, and critically analyze and recommend changes in global health projects, programs, and policies. Readings and assignments will contribute to a comprehensive and up-to-date understanding of the interdisciplinary challenges and strategies in global health.

Terms Offered: TBD

SSAD 25630. Poverty, Work, and Family Policy. 100 Units.

This course examines contemporary policy questions regarding the dual spheres of work and family life, with a particular focus on economically impoverished families and communities. Students will analyze the relative merits of different policies designed to improve the conditions of work and family life and mitigate the effects of poverty on children's wellbeing. Throughout the ten-week quarter, we will consider demographic, labor market, and policy trends contributing to family poverty and income inequality in American society; interrogate policy debates concerning the responsibility of government, corporate, and informal sectors to address these critical social problems; and examine specific policy and program responses directed at (1) improving employment and economic outcomes and (2) reconciling the competing demands of employment and parenting. Although our primary focus will be on policies that promote the wellbeing of low-income families in the United States, relevant comparisons will be made cross-nationally, across race/ethnicity, and across income. This course is part of the Inequality, Social Problems, and Change minor.

Equivalent Course(s): CRES 25630, SSAD 45630, PBPL 25630

SSAD 25810. Social Problems, Social Policy, and Social Change. 100 Units.

This course is designed to provide an analytic framework that enables students to understand how social problems are socially constructed, how social policies are created in response to those identified problems, and how social change efforts both shape and respond to the policy environment. During the quarter, we will examine how social problems, policies and programs are framed, re-framed, and addressed and how individuals, organizations, and relevant constituencies take part in social change. In addition to providing an overview of the relationship between social problems, social policy, and social change efforts, the course encourages critical thought about the role of and relationship between professional elites (philanthropists, advocates, researchers, etc.) and ground-level activists (affected populations, community leaders, etc.) in constructing and contesting social problems and promoting social change.

Instructor(s): J. Mosley Terms Offered: TBD

Equivalent Course(s): ANTH 25810

SSAD 25812. Making Kin: Adoption and Fostering in a Global Perspective. 100 Units.

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 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. This course fulfills the Human Diversity Requirement. This course is one of Crown Family School's global and international course offerings.

Equivalent Course(s): SSAD 65812

SSAD 26312. Race, Crime, and Justice in the City. 100 Units.

The size and growth of the U.S. jail and prison census, and its deleterious consequences for the poor, and especially for poor black people who reside in the nation's most disadvantaged communities, has been well documented. This course examines some of this work but goes further in addressing how the targets of mass incarceration experience crime control policy, how criminal legal expansion shapes urban, and, in recent years, suburban and rural sociality, and how criminalized people work to bring about change in the laws and policies that regulate their lives.

Equivalent Course(s): RDIN 26312, RDIN 46312, SSAD 46312

SSAD 26635. Liberatory Violence. 100 Units.

From 18th century slave rebellions in the Americas to 20th and 21st century anticolonial revolutions, oppressed peoples' struggles for liberation have often incorporated violent tactics, even against non-combatants. This course examines anticolonial violence in light of the work of the Martinican revolutionary Frantz Fanon and some of his interlocutors. We study specific freedom movements: Nat Turner's slave rebellion, the Haitian and Algerian revolutions against French colonialism, Malcolm X and the Black Panthers' mobilization against white supremacy and police violence, and the ongoing Palestinian struggle against Zionist settler colonialism, ethnic cleansing, and apartheid. Throughout, we will pay attention to how revolutionaries evaluated the place of violence in their own movements, including religious criteria for justifiable and unjustifiable use of force.

Instructor(s): Alireza Doostdar Terms Offered: Autumn

Prerequisite(s): Graduate student enrollment by permission only. Please send one or two paragraphs explaining your interest and prior preparation.

Note(s): This course meets the SCSR Committee distribution requirement for Divinity students.

Equivalent Course(s): ANTH 36635, ANTH 26636, RDIN 46635, RDIN 26635, RLST 26635, GLST 26635, AASR 46635, HMRT 26635

SSAD 26922. Structuring Refuge: U.S. Refugee Policy and Resettlement Practice. 100 Units.

The UN estimates that there are 100 million forcibly displaced people around the world (UNHCR, 2022), with over 27 million refugees among them, but in 2022 only 57,500 refugees were resettled to third countries. Historically the U.S. has been the largest resettlement country, and in the U.S. refugees are entitled to federal, state, and local supports that other immigrants do without. At the same time, refugees in the U.S. are arguably subject to greater scrutiny and social control than most other un-incarcerated domestic populations. This course asks the central questions: How is refugee status politically constructed and experienced by individuals; what are the interrelationships between institutional actors and refugee policies, with what implications for service delivery; what does research tell us about the resettlement outcomes, and what drives these outcomes; and finally, what are the points of intervention for social workers in the resettlement process? We will address these questions by: 1. detangling the web of international and domestic policies that relate to the refugees' political identity, 2. focusing on U.S. resettlement, 3. analyzing resettlement policies and exploring the implications for social work practice targeted at integration, employment, and mental health, and 4. holding the inherent tension that can result from a dual focus on macro issues of scale and policy and micro issues related to the lived experience of human beings.

Equivalent Course(s): HMRT 46922, RDIN 26922, SSAD 46922, CHST 26922, CRES 26922

SSAD 27452. Smart Decarceration: A Grand Challenge for Social Work. 100 Units.

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; 3) Develop interventions at multiple levels to achieve smart decarceration outcomes.

Equivalent Course(s): SSAD 47452

SSAD 27500. Introduction to Black Psychology. 100 Units.

Psychological research often presents the experiences of Black Americans using a narrow, one-dimensional, and deficit-based lens. Further, many in society overlook or are unaware of the critical contributions Black psychologists have made in shaping federal policies many Americans benefit from today. In response to these concerns, this course will introduce students to relevant psychological scholarship by drawing from both

historical and current arguments that center questions of identity development, wellbeing, goodness, and cultural strengths already present within Black communities. The goals of this course are to examine factors that inform the racialized lived experiences of Black Americans across the lifecourse, while also interrogating the structural forces that impede quality of life and other key health-related outcomes overtime.

Equivalent Course(s): CHDV 27500, RDIN 27501, PSYC 27350

SSAD 28112. Community Organizing. 100 Units.

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.

Equivalent Course(s): SSAD 48112, HMRT 34950, CHST 28112

SSAD 28150. Care & Control: Role of Social Workers in History of Juvenile Justice System- Past, Present, Future. 100 Units.

This Master's level course will focus on juvenile justice, specifically emphasizing the history of social work in the United States. We will explore social workers' role in supporting children considered "at-risk," the ways that the social work field has perpetuated harm against children with disciplinary issues, and the ways they have intervened to support children in rehabilitative and restorative ways. We will also examine the implications of past historical events and legislation on the present and the future of social work interventions and policies. Finally, we will examine the consequences of the Tough on Crime era and the subsequent increase in reactionary security protocols throughout communities and schools. With this historical examination and understanding, we will seek ways to move forward as social work advocates, community organizers, practitioners, and policymakers.

Equivalent Course(s): SSAD 48150

SSAD 28860. A Comparative Study of Trauma & Role of Schools in Forced Migration of Children: Vienna & Chicago. 100 Units.

As of 2022, more than 100 million individuals experienced displacement by forced migration. In 2023, the United States witnessed the arrival approximately 3.3 million refugee children, while in Austria¹ the rise in numbers of children seeking asylum has grown precipitously in recent years, making this country the largest host of asylum-seeking youth in the European Union.² These young people arrive with a host of complex needs; the social workers and teachers, who are the front-line workers in school settings, need to be equipped to treat and respond to trauma in the most effective ways possible. This comparative course will examine the school service-delivery context experienced by forcibly displaced children by incorporating a neurobiological trauma lens and focusing on environmental and relational regulatory processes. The course will address this global social issue by bringing Viennese and Chicago classes together into a collaborative learning community. Students will draw on their field experiences from social service organizations and school settings, to discuss, analyze, and strategize around the issues facing displaced children in school settings. Pedagogical methods will include virtual discussion groups, case studies, cross-classroom assignments, and regular guest lectures from multidisciplinary scholars. Citations on syllabus.

Terms Offered: TBD

Equivalent Course(s): CHST 28860, SSAD 48860

SSAD 29400. Climate Change and Human Mobility. 100 Units.

A 2021 UN report estimated that 21.5 million people have been forced to move, each year, for over a decade, due to climate change. The report states: "weather-related crises have triggered more than twice as much displacement as conflict and violence in the last decade" (UNHCR, 2021). In spite of mounting evidence that climate change is to blame for these catastrophic weather-related events and associated increases in migration, the UNHCR eligibility criteria for refugee status doesn't include climate change. Due to political challenges involved in considering such a definition change, the UN convened member states to establish a global compact for migration that takes the effects of climate change into consideration. The Global Compact suggests rights and obligations of climate change migrants, and standards to guide sovereign states in protecting these rights. Given the growth in climate change related migration over the last decade, and the complicated nature of implementation with such a broad international instrument such as the Global Compact, there is much room for development within the climate change and human mobility sector. This course will: examine the issue of climate change and its relationship to human mobility using human rights, political ecology, and social policy perspectives; consider how these different perspectives for understanding the problem suggest different types of policy solutions; and consider the impact of these solutions for those affected.

Terms Offered: TBD

Equivalent Course(s): HMRT 29400, CEGU 29400, CEGU 69400, HMRT 39401, CHST 29400, ENST 29400, SSAD 69400

SSAD 29455. MIGRATION SERVICES IN CHICAGO: KIPHART CHALLENGE EXPERIENTIAL LEARNING COURSE. 100 Units.

In this team-based experiential learning course, students will be matched with community-based organizations (CBOs) that serve migrants in Chicago, with the collaborative goal of developing a policy proposal responsive to organizational objectives. Through this applied learning experience, students will: grapple with the context of service provision for migrants, learn how to conduct organizational power analyses, develop collaborative relationships responsive to power dynamics, engage in resource mapping, co-design policies, building on organizational strengths and community resources, and present their work product to the community. Student engagement in this course will serve as a forum for the development of skills including: assessment of power and positionality, interpersonal communication, healthy team dynamics and conflict resolution, analysis of organizational resources, policy design, and presentation development. The course will include a presentation of the policy design to a panel of judges: the winning team securing a \$1,000 donation for their CBO partner. Due to the collaborative nature of this course, and the priority of centering community perspectives, students are asked to commit to a set of guiding values: respect and curiosity, self-awareness & accountability, flexibility & punctuality, & confidentiality. Trust is built over time and these values will help foster a relationship where this growth is possible.

Terms Offered: TBD

Equivalent Course(s): SSAD 69455, CHST 29455

SSAD 29600. Black Women Work: The labor of Black women in communities, families, and institutions. 100 Units.

This multidisciplinary course will explore the labor of Black women in three distinct arenas—communities, families, and institutions. Students will explore these areas through engaging with historical and contemporary narratives, research, and popular media, heavily drawing in a U.S. context, but not exclusively. Through an engagement of Black women in the U.S. labor force, this course will explore three questions. How has the labor of Black women contributed to the sustainability of communities, families, and institutions? What are the choices Black women make to engage and sustain their work? What is the future of the labor of Black women? Is the future one that is liberatory or not? Students will leave this course with an understanding of the ways intersectional experiences of oppression contribute to complex conditions and decision-making, that shape the labor of Black women, the function of certain labor decisions as sites of resistance, as well as the generative resources that support the professional success and well-being of Black women.

Terms Offered: TBD

Equivalent Course(s): GNSE 20127, RDIN 26600, SSAD 69600

SSAD 30000. Social Intervention: Programs and Policies. 100 Units.

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.

SSAD 30100. Social Intervention: Direct Practice. 100 Units.

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.

SSAD 30200. Social Intervention: Research and Evaluation. 100 Units.

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. All incoming day students will take a research placement exam during the first week of classes to determine their research course. Students who pass the exam will be eligible to take a concentration research course in the first year, either clinical research (44501) or data analysis (48500).

SSAD 32700. Human Behavior in the Social Environment. 100 Units.

This core course teaches biological and social science concepts concerning human development in a social context that are fundamental to social work practice: social and ecological systems; life course development; culture, ethnicity, and gender; stress, coping, and adaptation; and major social issues related to development over the

life course. Students learn a general framework and theory for integrating the concepts. Enrollment is limited to Crown Family School students only.

SSAD 35000. Key Issues in Social Sector Governance. 100 Units.

This course introduces students to a set of important ideas for thinking about governance and its major players in the social sector. Governance is a complex, multidisciplinary concept that might be thought of colloquially as "how things get done, why they get done that way, and how we might get things done differently." It includes issues of public policy, markets, organizational practice, and individual action. While the social sector faces governance issues that are unique to it, it also shares some governance challenges with the public and business sectors. At the end of this course, students will be able to understand key conceptual issues, the histories that inform our current governance practices, and the possibilities for moving forward to improve on key challenges.

SSL ONLY

Terms Offered: TBD

SSAD 35100. Inclusive Leadership. 100 Units.

This course is intended to provide students with a conceptual understanding of social, economic, and racial justice and different perspectives regarding how social sector leaders can help achieve those goals. It also supports skill development for fostering inclusivity. Students learn to think critically about their own identity and role in society, increasing awareness of one's own positionality, as well as how social sector organizations operate in minoritized communities. Theories of leadership are considered as well as how managers can inspire social change leadership more broadly. SSL ONLY

Terms Offered: TBD

SSAD 35200. Nonprofit Operations and Management. 100 Units.

This course provides an overview of nonprofit organizations and what is required to manage and operate them effectively. We will explore various nonprofit structures and revenue models, understand board governance, learn essential components of organizational design and operations; and learn how to set priorities and manage with organization-wide data and dashboards. Furthermore, managing nonprofits effectively requires effective people management; we will address the complex stakeholders of nonprofits, understand how to cultivate and maintain positive organizational mission-driven culture, and how to set up staff for success through using mandates, performance management and integrating leadership development. Lastly, we will highlight the importance of leading nonprofit organizations through complex decision-making and change.

Terms Offered: TBD

SSAD 35300. Measuring and Monitoring Impact. 100 Units.

This course introduces students to the major approaches to managing performance and data analysis within social sector organizations, and develops skills in using information to inform decision-making in those settings. The course will cover topics like: conceptualizing performance at the program and organizational levels, implementing different approaches to evaluation and performance measurement, common data analysis and visualization methods, and managing the politics of performance management and accountability structures. Students will learn how to think critically and make decisions among different approaches for translating evidence into actions that support an organization's mission.

Terms Offered: TBD

SSAD 35400. Organizational Analysis for Social Sector Leaders. 100 Units.

This course introduces a variety of theoretical perspectives on organizations, in a way that connects key insights from theory to the improvement of leadership and management in social sector organizations. Fundamental to this perspective is the fact that organizations are not islands unto themselves; they are situated in complex and dynamic external environments which good leaders and managers must understand in order to guide their organizations towards success. This course is intended to help students better understand the organizations they work in, the environments those organizations are situated in, and how the intersection of organization and environment, as well as internal organizational structures and processes, affect social outcomes and community well-being. Course goals include: 1) appreciating the ethical, political, and historical roots of contemporary controversies in management practice, and also the usefulness of independent critical thinking and analysis; 2) developing advanced knowledge of the challenges involved in the management and design of social sector organizations; 3) developing analytical skills to intervene in organizational processes in ways that advance social and economic justice; 4) analyzing, assessing and improving links between social sector organizations and their external environment; and 5) building skills necessary to assume leadership positions in the social sector. SSL ONLY

Terms Offered: TBD

SSAD 35500. The Policymaking Process for Social Sector Leaders. 100 Units.

This course is designed to provide an analytic framework that enables students to understand the relationship between social problems, the policies intended to solve those problems, and the practices that result from those policies. We begin with how social problems are in part socially constructed. We then address how social policies are created and implemented across various cultural, historical, political and economic contexts. Throughout the quarter, we will examine how social problems, policies and programs are framed, reframed, and implemented, and how clients, staff members, human service organizations, and other relevant constituencies are involved in and affected by these processes. In addition to providing an overview of the relationship between social services and social policy, the course encourages critical thought about the roles social sector leaders and managers play

within the policymaking process and the broader social safety net across a range of policy arenas. The course is divided into two modules. Module I addresses the social construction of social problems and development of social policies, and Module II addresses the implementation of policy. Each module includes readings and exercises that are conceptual as well as applied. This course may not be taken by Crown social work students. SSL ONLY

Terms Offered: TBD

SSAD 35600. Advancing Philanthropy and Fundraising. 100 Units.

This course explores the critical role of leadership in the philanthropic and nonprofit sectors. Students will learn about the history and evolution of philanthropy, the nuanced differences between fundraising and philanthropy, and how these two sectors have been impacted by and contribute to the power dynamics of social change. We will discuss the current drive to shift towards shared power and contemporary challenges facing these sectors including the impact of donor activism, donor-centric fundraising, and growing skepticism of philanthropy and the nonprofit sector. Through case studies and guest speakers students will understand key conceptual issues, the histories that inform our current practices, and strategies to address current challenges and drive meaningful change.

SSAD 35700. Disruption, Innovation and Transformation in the Nonprofit Sector. 100 Units.

The nonprofit sector is in a constant state of disruption, such as external and market forces, changes in demographics and geography, technological advances, funding disruptions and internal upheaval. All demand nimble, innovative leaders who can drive transformation. But an organization transformation and the resulting re-org/right-sizing needed to achieve it, is often fraught with resistance from boards, staff, and community members. Students will apply NPO management practices gleaned from other coursework to these real-world organizations. Students will gain insight into the opportunities and complexities of disrupting and transforming nonprofit organizations to more effectively serve their constituencies. Additionally, students will learn how to be bold and strategic in their NPO leadership roles, with an eye on the 'possible,' tempered by a realistic understanding of the challenges of transformation.

Terms Offered: TBD

SSAD 35800. Social Sector Lab. 100 Units.

In this course, teams of 3-4 students will gain hands-on experience by collaborating with AMPT-partnered social sector organizations to address critical strategic challenges. AMPT builds capacity for Black- and Latine-led nonprofits, and students will work directly with these organizations to advance their missions. Each organization presents unique priorities, such as scaling programs, fostering community engagement, or addressing systemic barriers to equity. Throughout the quarter, students will analyze strategic questions, develop actionable recommendations, and present final solutions to their client organizations. The course focuses on essential skills for social sector leaders, including strategic thinking, problem-solving, and collaborative teamwork. Key Learning Outcomes: •

Terms Offered: TBD

SSAD 40012. Clinical Interventions in Substance Use Disorders. 100 Units.

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

SSAD 40403. Fundamentals of Behavioral Therapy: Contemporary Approaches. 100 Units.

Many persons seeking treatment present with problems more extreme than individuals described as the "worried well" yet they do not display the symptom profile of persons diagnosed with a "severe mental illness." Typically, these individuals experience chronic distress; they present with impulsive coping styles, chaotic relationships and affective dysregulation. Psychotherapy for persons presenting with chronic distress present a unique set of challenges. Most research in psychotherapy outcomes suggest that one of the most important factors associated with successful treatment is the relationship between the client and therapist. Traditionally, focus on the therapeutic relationship has been the purview of experiential and psychodynamic therapies. However, in the past ten years, three behavioral models of psychotherapy have been introduced that focus on the relationship in the therapy session. To varying degrees, these therapies are based on a large body of knowledge developed over the past several decades in the study of verbal behavior. In this class, participants will be introduced to a behavioral conceptualization of phenomena such as emotion, memory, cognition, and beliefs. Discussion of these private behaviors will conclude in a presentation of a behavioral theory of the "sense of self." For the remainder of the course, participants will revisit these concepts as they apply to discussion of three influential behavioral therapies. First, participants will become acquainted

SSAD 40404. Cognitive and Behavioral Approaches: Children and Families. 100 Units.

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.

SSAD 40405. Relational Cultural Theory and Feminist Theories. 100 Units.

This course will explore the history, neuroscience, and application of Relational Cultural Theory (RCT) to social work practice in multiple settings. Drawing on its relationship to feminist theories, including Black feminist theory, and attachment theory, this course will address the significance of gender in the context of RCT and its implications for how we consider connection. Throughout the course, attention will also be focused on its on-going transformation as a theory and model to practitioners who are Black, Indigenous, and People of Color (BIPOC) and its value to communities of color. We will study its functions and limitations as a framework that works in complement with other models through engaging examples of its application, in a variety of clinical and non-clinical settings.

Terms Offered: TBD

SSAD 40532. Motivational Interviewing. 100 Units.

Motivational Interviewing (MI) is an empirically supported way of being with clients in an empathic, open, nonjudgmental, 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.

SSAD 40800. Family Systems Approaches to Practice. 100 Units.

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

SSAD 41000. Psychodynamic Practice Methods I. 100 Units.

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

SSAD 41100. Psychodynamic Practice Methods II. 100 Units.

This course is designed to: (1) explain the underlying theory and resultant practice of psychoanalytic psychotherapy as a contextually-based activity that reflects definitions and roles of particular cultures, client needs and self-determination, and the socially sanctioned role of the therapist; (2) introduce students to the basic principles of psychoanalytic psychotherapy through a phenomenological or experience-based approach; and (3) highlight the role of the therapist in considerations of theory and practice. The latter focuses on students'

fieldwork and related experiences. Following an introduction to psychoanalytic psychotherapy, the course examines the relational approach to psychodynamic practice, which highlights the clinician's willingness to examine his or her role in the therapy relationship and regards the client as a crucial teacher and guide in the process.

Prerequisite(s): SSAD 41000.

SSAD 41205. Restorative Justice Interventions: Anti-Racist Practice + Facilitation. 100 Units.

Learn how to facilitate Restorative Practices through anti-racist, self-aware, inquiry-based framework; build community; examine paradigms related to accountability, growth and human interaction. Learn school-based/ time-constrained Restorative best-practices, in addition to honoring indigenous circle practices that have existed for millennia. The facilitation of Restorative Practices without deep self-reflection, self-awareness, and commitment to anti-racism can lead to harmful, appropriative impacts. Students will engage in necessary conversations with vulnerability, trust, and deep engagement. In learning to be a Restorative Practice facilitator, prepare to 1. Build the capacity to be self-aware accomplices for change, 2. Minimize unintentional harm to others, 3. Be accountable for the ways we engage in harm, 4. Repair harm through Restorative Practices, 5. Hold space for others that is non-judgmental and generative. Students will engage in a balance of reading, analysis, and group discussion; experiential learning and engagement; and hands-on planning and facilitation. Written coursework includes two short reflection essays, a midterm paper, and a final project plus reflection paper. By the end of this course, students will have built/deepened a practice of anti-racist self-awareness; know Restorative Justice philosophy, practices, and practice implications; compile a Restorative Practice facilitation toolkit; and will have engaged in supportive facilitation practice.

Terms Offered: TBD

SSAD 41500. The Practice of Group Work. 100 Units.

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.

SSAD 41501. Theory and Practice in Environmental Organizing and Activism. 100 Units.

This course explores how organizations-civic, private, governmental-working in the field of environmental advocacy construct, deploy and are shaped by distinct discourses governing relationships between nature and society. The environment is a field of social action in which organizations attempt to effect change in large domains like resource conservation, access, stewardship, and a basic right to environmental quality in everyday life. The work of effecting change in these complex domains can assume a variety of forms including public policy (through the agencies of the state), private enterprise (through the agency of the market), 'third sector' advocacy (through the agency of nonprofit organizations) and social activism (through the agency of social movements and community organizations). State, market, civil society and social movement organizations are where ideas are transmitted from theory to practice and back again in a recursive, dialectical process. These contrasting forms of organization have different histories, wellsprings and degrees of social power. Moreover, they bring different epistemologies to their claims about being legitimate custodians of nature-that is to say they can be understood genealogically. As such, organizations working to effect environment change are at once animated by and constitutive of distinct discourses governing the relationships between nature and society. The course explores how those distinct discourses are associated with a suite of different organizational realms of social action; the goal is trying to connect the dots between discursive formations and organizational forms.

Instructor(s): Mary Beth Pudup Terms Offered: Winter

Note(s): This course counts towards the ENST 4th year Capstone requirement.

Equivalent Course(s): CEGU 31501, SSAD 21501, RDIN 21501, GLST 21501, HMRT 21501, ENST 21501, CEGU 21501, MAPS 31101

SSAD 41600. Public School Systems and Service Populations. 100 Units.

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 social workers in schools. From a whole-school perspective, students address issues such as creating conditions for and removing barriers to learning, engaging parents and the community, crisis intervention, trauma informed practice, data driven decision making, building partnerships, culture and climate, working with culturally and economically diverse populations, and current policy issues impacting K-12 education. The class format includes group discussions and relevant readings. Enrollment is open to both clinical and social administration students. (Completion of course required for students in Crown Family School Social Work Program of Study.)

Instructor(s): Staff

Prerequisite(s): Enrollment limited to students getting Type 73 Certificate, consent of instructor required for students from other departments.

SSAD 41712. Clinical Assessment in Abusive Family Systems. 100 Units.

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

SSAD 41812. Narrative Therapy. 100 Units.

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, 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.

SSAD 41850. Housing and Society: Interventions and Disruptions. 100 Units.

This course builds on Housing, Inequality, and Society I to consider the United States' approach to housing and inequality with a particular focus on Federal programs. The course will consider how and when housing became a social problem that was deemed worthy of policy intervention at the Federal level. Students will become intimately familiar with the main Federal housing programs such as Public Housing, Housing Choice Vouchers, Project Based Section 8, the Home Mortgage Interest Deduction, and the Low Income Housing Tax Credit. The course will explicitly consider the degree to which housing policy has been shaped by prevailing racial hierarchies. Specifically, we will examine how the segregative ideals of both the North and South have limited the potential of housing policy to achieve justice. Recent attempts at representational and redistributive housing policy will be considered as students strive towards a detailed understanding of policy "as it is" as well as a vision of "what could be."

Equivalent Course(s): SSAD 21850

SSAD 41900. Treatment of Adolescents: A Contextual Perspective. 100 Units.

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

SSAD 42001. Substance Use Practice. 100 Units.

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

SSAD 42322. Child and Adolescent Substance Use. 100 Units.

Substance use disorders are related to devastating outcomes including, but not limited to, trauma, incarceration, homelessness, mental illness, infectious diseases, medical conditions, and death. Substance use among children and adolescents is distinct from adult substance use and requires unique and specific attention to reduce the likelihood of negative outcomes. This course will address risk and protective factors for child and adolescent

substance use, assessment, and treatment approaches. A primary goal of this course is to examine the spectrum of substance use across the developmental span of childhood and adolescence. There will be an emphasis on integrating theory and practice to not only reduce risk, but to also promote the health and potential of children and adolescents. Learning objectives will be achieved through analysis of selected readings, class discussion, multimedia presentations, and experiential activities.

SSAD 42750. FAP and Relational Components of Contextual Behavioral Therapies. 100 Units.

This course will focus on developing clinical skills in therapeutic relationship-building. We will establish a foundation for therapeutic interactions based on Functional Analytic Psychotherapy (FAP) and then branch out to examine how FAP informs or diverges from relational techniques in other Contextual Behavioral approaches. FAP was developed by applying principles of behaviorism to interpersonal interactions. FAP therapists strategically use moments in session to collaboratively transform clients' relationship patterns. While not necessarily a treatment in itself, FAP provides a lens for understanding interpersonal behavior and informs how therapists respond to clients in session. FAP is often used in conjunction with ACT interventions, but what about DBT or other contextual behavioral therapies? How does FAP integrate with Relational Frame Theory, the theory of language that gave rise to ACT? We will examine how to make the most of interpersonal moments across therapeutic approaches. This course will utilize didactic, discussion, and experiential components. Students will have the opportunity to practice giving and receiving feedback, using vulnerability, self-disclosure, and reinforcement strategically, and exploring their own interpersonal style. These skills are applicable to the practice of psychotherapy in clinical settings, especially with adult populations.

SSAD 42755. Labor and Resistance at the Margins: Race, Gender, and "Dirty" Work. 100 Units.

Over 100 years ago, Black feminist scholar Anna Julia Cooper challenged narrow definitions of work—which excluded much of the household labor relegated to women—and argued for work to be more broadly defined as "all human exertion." In this class, we put gender in conversation with race, ethnicity, class, power, and labor to answer the following questions: 1) What is labor? What types of labor do we deem "dirty" work? 2) Who does the dirty work and the care work that keeps society going? What social, economic, and political constraints influence the type of work we do? 3) How do we practice resistance in our work? While global perspectives on labor are welcome and incredibly useful, this course and its readings mainly discuss labor and work within the U.S. context.

Terms Offered: TBD

Equivalent Course(s): SSAD 22755, RDIN 22755, GNSE 33183, RDIN 42755, GNSE 23183

SSAD 42850. Carl Jung's Model of the Mind. 100 Units.

This course will delve into the theoretical corpus of C.G. Jung, one of the foremost thinkers in 20th-century depth psychology. Together we will read and discuss works by Jung and his followers which address such questions as: the role that archetypes such as "the shadow" play in our unconscious, the phenomenon of synchronicity, the coincidence of opposites, and the painful impact on our psyche that childhood "complexes" regularly incite. We will also study the massive impact of Jung's work on contemporary mental health, e.g., in the Meyers-Briggs personality test, Alcoholics Anonymous, dream analysis, and active imagination—the latter of which is regularly deployed in contemporary IFS practice.

Terms Offered: TBD

SSAD 43222. Evidence-Based Therapies for Treating Trauma in Adults. 100 Units.

This class will explore current, evidence-based therapies for treating posttraumatic stress disorder (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 PTSD in the U.S. (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.

SSAD 43300. Exceptional Child. 100 Units.

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

SSAD 43722. Social Work in Healthcare: The Rapidly Changing Landscape. 100 Units.

Learn about relevant and controversial issues social workers are dealing with in hospital and health-care settings currently. This course introduces students to psycho-social issues related to health care provision and some of the

issues and tasks common among health social workers. These include understanding the determinants of health behavior, working on interdisciplinary teams, and recognizing biases in medicine and how they affect social work practice. Value and ethical conflicts inherent in clinical practice in health care are emphasized, with special attention to issues related to disadvantaged populations.

Instructor(s): Staff Terms Offered: Spring

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

SSAD 43800. Skills for Conducting Psychotherapy with Chronically Distressed Persons. 100 Units.

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, roleplay and a self-change project, participants will be exposed to the four components of DBT: Skills Training, Individual Therapy, Telephone Consultation and the Consultation Group. However, a basic tenet of DBT is that therapists should not expect their clients to engage in behaviors and activities they are unwilling to do. Therefore, emphasis in this class will be placed on experiential knowledge.

Prerequisite(s): 40403.

SSAD 44122. Self Awareness and Social Work with Diverse Populations. 100 Units.

This course assists both practice and policy students in developing an increased awareness of self to more effectively intervene with regards 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 difference and intervening with diverse clients are examined.

Note(s): Diversity Course

SSAD 44222. Youth Trauma Work: Integrating Neurobiology and Anti-Adulthood in contextual practice. 100 Units.

This course focuses on understanding the world of the traumatized child, including the abuse-focused clinical treatment process, and consideration of diverse forms of abuse (abusive family dynamics, physical and sexual abuse, and community violence, utilizing the helping relationship as a primary modality. A variety of relationship-based interventions are explored (Verbal and non-verbal), integrating neurobiological, developmental, cultural, and attachment perspectives, and informed by the Neurosequential model of treatment (NMT). Through lectures, experiential learning, case discussion, audio/visual materials, and writing, students will learn to understand abuse as it impacts children, techniques and strategies for intervening with clients, and contextual challenges to treatment, moderated by their experience of themselves as social workers.

Terms Offered: TBD

SSAD 44401. Sexuality Across the Life Cycle. 100 Units.

Sexuality and gender play a significant role in an individual's sense of self, their interpersonal relationships, and their relationship to society. These aspects of the self are also profoundly shaped by systems of oppression including white supremacy, cisheteronormativity, patriarchy, fatphobia, and ableism. Through cultural narratives and stereotypes, biased sex education, and laws that regulate sex, these systems of oppression influence our definitions of what bodies, sexualities, and sexual practices are "legitimate." This course takes an intersectional approach to examining the major developmental stages of sexuality across the lifespan as clinically relevant junctures of emotional, physical, and relational change, and as moments where sexual dysfunctions can inhibit our access to pleasure. Students will study the clinical goals and issues that arise sexually across the lifespan and a variety of assessment questions, interventions, and approaches to treating sexual dysfunctions. Sex-positive, queer-informed approaches to working with sexuality in clinical settings will be discussed through the lenses of intimate justice; active engagement with deconstructing biases; attachment theory; kink-affirming clinical practice; competencies in ethical non-monogamies; and somatic practices. Class work will include readings, written reflections on bias, in-class experientials, discussion of case studies, and guest lectures.

SSAD 44501. Clinical Research: Using Evidence in Clinical Decision Making. 100 Units.

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

SSAD 44712. Queer Theory in Social Work Practice. 100 Units.

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.

SSAD 44932. Treatment of Individuals with Serious Mental Illness. 100 Units.

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

SSAD 45032. Participatory Research: Exploration & Appl. Action Research Models for SW Practice. 100 Units.

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 SSAD 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.

SSAD 45312. Urban Social Movements. 100 Units.

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

SSAD 45400. Economics for Social Welfare. 100 Units.

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.

SSAD 45630. Poverty, Work, and Family Policy. 100 Units.

This course examines contemporary policy questions regarding the dual spheres of work and family life, with a particular focus on economically impoverished families and communities. Students will analyze the relative merits of different policies designed to improve the conditions of work and family life and mitigate the effects of poverty on children's wellbeing. Throughout the ten-week quarter, we will consider demographic, labor market, and policy trends contributing to family poverty and income inequality in American society; interrogate policy debates concerning the responsibility of government, corporate, and informal sectors to address these critical social problems; and examine specific policy and program responses directed at (1) improving employment and economic outcomes and (2) reconciling the competing demands of employment and parenting. Although our primary focus will be on policies that promote the wellbeing of low-income families in the United States, relevant comparisons will be made cross-nationally, across race/ethnicity, and across income. This course is part of the Inequality, Social Problems, and Change minor.

Equivalent Course(s): CRES 25630, PBPL 25630, SSAD 25630

SSAD 45750. Proseminar on Corporate Power and Capital in the U.S. Health System. 100 Units.

This course examines the US health system through interdisciplinary perspectives, focusing on the interplay between corporate power, capital, and health. Topics include the emergence of modern corporations, the privatization of health services, the commodification of health products, the monetization of health data, and the consolidation of health care markets. The course also explores key tensions in contemporary health systems, including the balance between innovation and affordability, profit motives and equitable access, and corporate interests and public health priorities. Readings draw from economic sociology, political science, health economics, public health, and the history of economic thought. This course aims to offer fresh perspectives to students interested in public health, medicine, health care management, and policy.

Equivalent Course(s): HLTH 35700, HLTH 25700, PBHS 35700

SSAD 45922. Supervision and Management in Social Work Organizations. 100 Units.

Eighty-five percent of social workers practice their trade within an organizational setting. A majority of which, 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.

SSAD 46312. Race, Crime, and Justice in the City. 100 Units.

The size and growth of the U.S. jail and prison census, and its deleterious consequences for the poor, and especially for poor black people who reside in the nation's most disadvantaged communities, has been well documented. This course examines some of this work but goes further in addressing how the targets of mass incarceration experience crime control policy, how criminal legal expansion shapes urban, and, in recent years, suburban and rural sociality, and how criminalized people work to bring about change in the laws and policies that regulate their lives.

Equivalent Course(s): SSAD 26312, RDIN 26312, RDIN 46312

SSAD 46412. Evaluation SW Programs Policies. 100 Units.

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

SSAD 46622. Key Issues in Healthcare: An Interdisciplinary Case Studies Approach. 100 Units.

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

Instructor(s): Staff Terms Offered: Spring

Equivalent Course(s): PPHA 37302

SSAD 46712. Organizational Theory and Analysis for Human Services. 100 Units.

This course 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.

SSAD 46722. Integrative DSM-V Assessment. 100 Units.

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-V). 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.

Terms Offered: TBD

SSAD 46800. Political Processes in Policy Formulation and Implementation. 100 Units.

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

SSAD 46922. Structuring Refuge: U.S. Refugee Policy and Resettlement Practice. 100 Units.

The UN estimates that there are 100 million forcibly displaced people around the world (UNHCR, 2022), with over 27 million refugees among them, but in 2022 only 57,500 refugees were resettled to third countries. Historically the U.S. has been the largest resettlement country, and in the U.S. refugees are entitled to federal, state, and local supports that other immigrants do without. At the same time, refugees in the U.S. are arguably subject to greater scrutiny and social control than most other un-incarcerated domestic populations. This course asks the central questions: How is refugee status politically constructed and experienced by individuals; what are the interrelationships between institutional actors and refugee policies, with what implications for service delivery; what does research tell us about the resettlement outcomes, and what drives these outcomes; and finally, what are the points of intervention for social workers in the resettlement process? We will address these questions by: 1. detangling the web of international and domestic policies that relate to the refugees' political identity, 2. focusing on U.S. resettlement, 3. analyzing resettlement policies and exploring the implications for social work practice targeted at integration, employment, and mental health, and 4. holding the inherent tension that can result from a dual focus on macro issues of scale and policy and micro issues related to the lived experience of human beings.

Equivalent Course(s): HMRT 46922, RDIN 26922, SSAD 26922, CHST 26922, CRES 26922

SSAD 47225. Worldmaking through Black Queer & Trans Feminisms. 100 Units.

Worldmaking through Black Queer & Trans Feminisms is a survey course that explores the innovative and transformative frameworks of Black queer and trans feminisms and their profound contributions to envisioning alternative futures. Central to the course is the study of Afrofuturism, a cultural and aesthetic movement that reimagines the past, present, and future through a Black diasporic lens. Students will engage with Black queer and trans feminist texts, artworks, and theories that challenge dominant narratives and propose new modes of existence that center intersectionality, resilience, and creativity. Through critical analysis of literature, film, visual art, and music, students will examine how Black queer and trans feminist thought and Afrofuturism intersect to produce dynamic visions of liberation and community. By the end of the course, students will have a nuanced understanding of how Black queer and trans feminisms and Afrofuturism collaborate to construct new possibilities for societal transformation and individual empowerment.

SSAD 47232. Promoting the Social and Academic Development of Children in Urban Schools. 100 Units.

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

Instructor(s): Sybil Madison-Boyd Terms Offered: Spring

SSAD 47300. Social Sector Strategy. 100 Units.

Organizations can't do everything, but everything is not equally worth doing. Learn how achieving strategic clarity can help leaders and organizations make critical decisions and tradeoffs to maximize impact with limited resources. In other words, strategy is about choosing what you will do - and equally important - choosing what you will NOT do. Strategic clarity is essential and must be guided by fully understanding the problem you want to address, then determining the most impactful solutions, and finally assessing the highest potential role of a given organization. In this class you will learn: frameworks for mapping systems, problem vs. solution focus, how to articulate a strong intended impact and theory of change, how to conduct analysis internally and externally to inform strategy, how to assess and align programs to strategy, and how to evaluate strategic opportunities.

SSAD 47452. Smart Decarceration: A Grand Challenge for Social Work. 100 Units.

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; 3) Develop interventions at multiple levels to achieve smart decarceration outcomes.

Equivalent Course(s): SSAD 27452

SSAD 47522. U.S. Health System & Policy. 100 Units.

This course is an introduction to contemporary issues in U.S. healthcare financing and delivery, providing historical perspective on emergence of these issues and implications for the future. These policy issues include approaches for improving population health and eliminating health inequalities, expanding affordable health coverage, improving quality of care provided and the provision of services for behavioral health, chronic conditions and long-term care needs. We will consider major public programs-Medicare and Medicaid-as well as private and community-based initiatives and how structural racism is embedded in these programs as currently designed. Through the application of diverse and often conflicting perspectives, we will critique private and public sector approaches (or more often the combination of the two) to improve health care access and quality, and lower health care costs according to the values most people care about (though to varying degrees): equity, efficiency, efficacy (quality & value), choice, democratic inclusion and voice.

Terms Offered: TBD

Equivalent Course(s): PPHA 37520

SSAD 47722. Structural SW Practice and the Mexican Experience in Chicago. 100 Units.

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.

SSAD 47922. Innovations in Data Use and Development of Practice Communities. 100 Units.

Over the past decade, data and better data systems and use has become a central reform strategy in education, social services, health care & community development. In a short period, many barriers to data access have been removed. The internet, software, & other tech advances have made getting, assembling, analyzing & disseminating data cheap and easy. Access to data has shifted from the problem of not having enough data to having too much. There are many compelling examples of where professionals have used data to transform practice. There are however, many more examples where professionals struggle to make sense of the deluge of info and data that they face daily. Although the tech barriers to data use have been taken away, how to use data to maximize its benefits is an open question. This course will focus on 3 sets of questions: 1) What makes data actionable? 2) What do we know about creating conditions that promote the effective use of data and build professional's capacity to use data effectively to drive change? 3) What is the role for external partners, research, & research practice partnerships? We will draw on examples in education, medicine, social services, community & youth development. Outside speakers will expose us to approaches in Chicago and nationally. Students will complete a final project that will bring together the pieces of the course into a concept paper and framework for using data effectively to drive improvement in an area of their choice.

Instructor(s): Staff Terms Offered: Spring

SSAD 48112. Community Organizing. 100 Units.

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.

Equivalent Course(s): SSAD 28112, HMRT 34950, CHST 28112

SSAD 48150. Care & Control: Role of Social Workers in History of Juvenile Justice System- Past, Present, Future. 100 Units.

This Master's level course will focus on juvenile justice, specifically emphasizing the history of social work in the United States. We will explore social workers' role in supporting children considered "at-risk," the ways that the social work field has perpetuated harm against children with disciplinary issues, and the ways they have intervened to support children in rehabilitative and restorative ways. We will also examine the implications of past historical events and legislation on the present and the future of social work interventions and policies. Finally, we will examine the consequences of the Tough on Crime era and the subsequent increase in reactionary security protocols throughout communities and schools. With this historical examination and understanding, we will seek ways to move forward as social work advocates, community organizers, practitioners, and policymakers.

Terms Offered: TBD

Equivalent Course(s): SSAD 28150

SSAD 48200. Seminar: Political Economy of Urban Development. 100 Units.

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

SSAD 48500. Data For Policy Analysis/Mgmt. 100 Units.

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 using data to: (1) identify and organize data to answer specific questions; (2) conduct and interpret appropriate analyses; (3) present results clearly and effectively to relevant audience(s); (4) become critical consumers of data-based analyses and use data to inform practice. Students will learn techniques to conduct descriptive, bivariate, and multivariate statistical analysis, and means to communicate findings effectively.

Prerequisite(s): SSAD 30200 or faculty approval following research exam.

SSAD 48550. Policies of Exclusion/Inclusion. 100 Units.

In this course, we will examine the ways that several areas of policymaking have intentionally excluded certain groups from legislative protections, benefit access and/or opportunities for civic participation. Among the notable examples we will explore are the exclusion of farm workers from the Fair Labor Standards Act and other important worker protections; the use of a sub-minimum wage for tipped food service workers and for workers with disabilities; the limitations on SNAP benefit access imposed on legally present noncitizens (the "5-year bar") and on those convicted of a drug felony; and state restrictions on voting rights of justice-involved individuals, among others. We will consider how these choices reflect assumptions of deservingness and how they influence the prospects for belonging and thriving for community members in these groups. We will then turn to strategies that communities and advocates have pursued to dismantle these barriers and build a more inclusive policy environment, learning from the successes and remaining challenges in these domains and considering how these lessons can inform more equitable policymaking in the future.

SSAD 48650. 2SLGBTQIA+ Affirmative Social Work. 100 Units.

This course will focus on building a foundation of knowledge in the policies and systems impacting 2SLGBTQIA+ folk (Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, and all others under the Queer umbrella not captured here). We will learn about various historical events that have impacted and shaped the present experience and discourse around 2SLGBTQIA+ people. We will also explore what our current knowledge, through research, history, and the voices of lived experiences, tells us about building an affirming practice and its impact.

Terms Offered: TBD

SSAD 48800. Child and Family Policy. 100 Units.

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

SSAD 48850. Unequal Access to the State: Inequality in Policy Design and Implementation. 100 Units.

This course examines how—whether intentional or not—policy design shapes individuals' relationship with the state. We analyze policy design—whether policies are universal or targeted; generous or meager; restrict or expand access. We examine how policy design can reproduce inequality through policy rules that obstruct access to resources for some and enhance access to state benefits for others. This course specifically focuses on administrative burdens and features of policy design and implementation that contribute to racial and economic inequality. We also cover policy cases that reflect the best and worst-case scenarios in policy design.

Terms Offered: TBD

SSAD 48855. Reading Research Evidence in Child and Family Policy. 100 Units.

This class uses recently published research in child and family policy to examine common research methods such as randomized control trials, regression discontinuity, instrumental variables, meta-analysis, systematic review of evidence, case studies, and others. Students will practice reviewing research studies for how their findings can apply (or not) to different policy and practice contexts.

SSAD 48860. A Comparative Study of Trauma & Role of Schools in Forced Migration of Children: Vienna & Chicago. 100 Units.

As of 2022, more than 100 million individuals experienced displacement by forced migration. In 2023, the United States witnessed the arrival approximately 3.3 million refugee children, while in Austria¹ the rise in numbers of children seeking asylum has grown precipitously in recent years, making this country the largest host of asylum-seeking youth in the European Union.² These young people arrive with a host of complex needs; the social workers and teachers, who are the front-line workers in school settings, need to be equipped to treat and respond to trauma in the most effective ways possible. This comparative course will examine the school service-delivery context experienced by forcibly displaced children by incorporating a neurobiological trauma lens and focusing on environmental and relational regulatory processes. The course will address this global social issue by bringing Viennese and Chicago classes together into a collaborative learning community. Students will draw on their field experiences from social service organizations and school settings, to discuss, analyze, and strategize around the issues facing displaced children in school settings. Pedagogical methods will include virtual discussion groups, case studies, cross-classroom assignments, and regular guest lectures from multidisciplinary scholars. Citations on syllabus.

Terms Offered: TBD

Equivalent Course(s): CHST 28860, SSAD 28860

SSAD 48999. The Black Adoption Experience. 100 Units.

This course explores the rich history, diverse experiences, and contemporary dynamics of Black families. Through a multidisciplinary approach, students will gain a deeper understanding of the cultural, social, and historical factors that shape the Black family structure and its legacy of secrecy, stigma, shame and silence around same-race Black adoption. Additionally, this course delves into the multifaceted intersections and influences of mental health, fertility, social justice, relationships, parenting, and popular culture on the Black Adoption Experience. A blend of theoretical frameworks, research, oral histories, and practical insights will foster engagement in crucial conversations, thereby developing strategies to navigate and advocate for positive outcomes within the unique context of same-race Black adoption.

SSAD 49332. Dying, Death and End of Life Care. 100 Units.

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.

SSAD 49450. Introduction to Rogerian Client-Centered Therapy. 100 Units.

Social workers are tasked with understanding the nature of our socio-political environment and its impact on our communities and clients. Carl Rogers and his students and colleagues developed client-centered therapy as an approach to therapy which allows us to recognize internal distress not as an aspect of personal disease or failure but as a result of suboptimal or dysfunctional contexts. The discipline of client-centered therapy trains us to approach clients with attention to and respect for their autonomy, perspective, and right to human

dignity in a marginalizing, oppressive society which may not honor our persons or freedoms. Through readings, demonstrations and practice, students will gain a basic understanding of the person-centered approach and be encouraged to harness their own creativity in applying this theory. We will explore ways to minimize professional authority, how to critique the diagnostic model of a specific treatment for a specific illness and how to create an environment in which clients can liberate themselves from internalized familial or societally defined "conditions of worth." This class will give students specific tools to help develop a person-centered orientation and to develop the basics of a client-centered therapy practice. The course is open to all students including clinical, policy and research based students wishing to deepen their understanding of empathic approaches. Terms Offered: TBD

SSAD 49455. Advanced Rogerian Client-Centered Therapy: Direct Practice. 100 Units.

This second quarter of Rogerian Client-Centered Practice will deepen students' understanding of client-centered theory and focus on its practical application. A majority of the class will be translating theory into practice. Through demonstrations, empathy labs and recordings, students will get space and time to practice, consult and explore direct clinical practice. We will continue to understand a myriad of ways to minimize professional authority, to critique the diagnostic model of a specific treatment for a specific illness and to create an environment in which clients can liberate themselves from internalized familial or societally defined "conditions of worth." This class will give students specific tools to develop a person-centered orientation and to develop a client-centered therapy practice. Please note that 49450 is not a prerequisite. If you are new to client-centered therapy there will be a review of introductory themes and instruction.

Terms Offered: TBD

SSAD 49550. Decolonizing Clinical Social Work Practice. 100 Units.

This course will support students in critically examining current theories and practices in the field of clinical social work. Students will engage varying learning resources including lecture, discussion, multimedia and their own ancestral and intuitive wisdom in an effort to unpack assumptions that are embedded within the constructed phases of treatment (i.e assessment, intervention and termination). Through this course, students will move towards a holistic approach to care that honors more complex, non-linear, and culturally rooted healing traditions. As a result, students will leave the course having interrogated their own socio-cultural positionality as it relates to their clinical social work practice, alongside critiquing and analyzing the Western structures of social work from an indigenous and Global Majority-inflected lens.

Terms Offered: TBD

SSAD 49600. Nonprofit Finance. 100 Units.

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

SSAD 49750. Infant/Early Childhood Mental Health Practice. 100 Units.

The course provides an introduction to infant early childhood mental health (IECMH) practice and the importance of social-emotional development for very young children (prenatal to 5 years). The course focuses on the parent-child relationship and the impact of relational disruptions on child development. Students will be exposed to IECMH screening and assessment instruments, early intervention systems, and relevant treatment modalities. The course will also examine issues of equitable mental healthcare access for young children and their families, cultural understandings of IECMH, and promoting IECMH as a public health and social justice issue.

Terms Offered: TBD

SSAD 49900. Individual Readings and Research. 100 Units.

Individual Readings and Research for Masters Students

SSAD 49955. The Therapeutic Relationship from a Contextual Behavioral Perspective. 100 Units.

This course will explore what makes an effective therapeutic relationship using concepts from Contextual Behaviorism and drawing from students' and the instructor's real-world clinical experience. In-person learning will be essential. Potential students should have interest in clinical work. Students who have taken SSAD 60500 (Functional Analytic Psychotherapy) are able and encouraged to consider this course.

SSAD 52255. Social Entrepreneurship. 100 Units.

This course is an experiment. We will explore the possibility or reality of the following. Doing good requires capital and capital can do good. This is a major debate. Even before the 2008 financial crisis, most Divinity Schools, seminars, and theological schools probably held the view that money is the root of all evil. Specifically, at the University of Chicago business school, Milton Friedman, one of its noted Nobel Prize winning thinkers, argued that the purpose of business is to maximize profits for its shareholders. And, for business to engage in the social is tantamount to dabbling in socialism. So, on one side of the campus, we find a legacy of bottom line profit

for the wealthy. On the other side of the campus, we find a tradition of transcendent values for the people and notions of the common good. Is it God versus Mammon? The Divinity School verses the Business School? Can profit and purpose and cause and commercialization work together in harmony toward the same transcendent goals?

Instructor(s): Dwight Hopkins Terms Offered: Winter

Note(s): This course meets the CS Committee distribution requirement for Divinity students.

Equivalent Course(s): THEO 52225

SSAD 53500. Dissertation Proposal Seminar. 300.00 Units.

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

SSAD 54000. Statistical Rsch Methods-1. 100 Units.

This course is an introduction to probabilistic analysis, quantitative reasoning, and descriptive and inferential statistics. The course introduces students to analysis of data on the computer and will focus on practical research applications. Crown doctoral students. Master's students need permission from instructor.

SSAD 54600. Dissertation Research. 300.00 Units.

Dissertation Research - Doctoral Students Only

Instructor(s): Enter section from faculty list Terms Offered: Autumn, Spring, Winter

SSAD 56300. Applied Qualt Research Sem. 300.00 Units.

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 Crown Family School 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.

SSAD 56500. Applied Quantitative Research Seminar. 100 Units.

This quantitative research seminar is designed to support the development of advanced doctoral students who have chosen a quantitative research design as part of their dissertation. This applied seminar creates a structured environment for students to learn how to conduct quantitative research with instructor support and receive guidance on specific quantitative challenges they are facing. All students are expected to make significant and ongoing contributions to the group learning process by providing peer feedback on the projects that their classmates are working on. The course is dynamic, with group needs shaping the content of each meeting. Prerequisites: A quantitative research course through Crown 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.

Terms Offered: TBD

SSAD 56601. Theory In Research. 100 Units.

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.

Prerequisite(s): Doctoral students

SSAD 56801. Wkshp:Theories In Soc Wk Res 1. 100 Units.

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

SSAD 57800. Communities, Organizations, and Democracy: Key Challenges in Urban Governance. 100 Units.

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.

Instructor(s): Staff Terms Offered: Spring

SSAD 59900. Individual Readings and Research. 100 Units.

Individual Readings and Research for Doctoral Students.

SSAD 60100. Drugs: Culture and Context. 100 Units.

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.

SSAD 60200. Spirituality and Social Work Practice. 100 Units.

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

SSAD 60500. Functional Analytic Psychotherapy: A Behavioral Model of the Therapeutic Relationship. 100 Units.

Functional Analytic Psychotherapy (known as "FAP") is a contextual behavioral lens through which to view the therapeutic relationship. While not necessarily a treatment for specific clinical issues, this approach is aimed at addressing clinical problems occurring within relationships. Social workers using FAP strategically use moments with clients to collaboratively transform problematic relationship patterns. This course will introduce the fundamentals of FAP and build on knowledge of behavioral principles through didactics, invite students to begin using FAP techniques through experiential exercises, explore in classroom discussion what makes interpersonal

moments transformative, and apply the FAP formula to situations arising in the treatment of common clinical issues.

SSAD 60800. Child and Adolescent Trauma. 100 Units.

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

SSAD 60805. Critical Perspectives on Risk in Social Work Theory and Practice. 100 Units.

This course takes a close look at the concept and logic of risk in social work practice. For social work clinicians as well as administrators and policy makers, risk functions as a central metric and way of thinking. Why is this? This course will provide a conceptual critique of risk after engaging with its emergence as a central organizing principle of our professional practices.

SSAD 61400. The Social Meaning of Race. 100 Units.

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 race operates as a structuring device. How does it determine life-chances? Thirdly, how does it operate in the field; that is, in particular organizational contexts, how does race affect the content and delivery of social services?

SSAD 61732. The Therapeutic Relationship in Contemporary Psychodynamic Practice. 100 Units.

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.

SSAD 61822. Treating Complex Trauma: A Skills-based Approach. 100 Units.

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.

SSAD 62005. Foundations of Psychedelic Assisted Therapy. 100 Units.

This course offers an in-depth introduction to psychedelic compounds most commonly utilized in psychedelic-assisted therapy, along with the history, theory, stakeholders, and social issues prominent in the field. Both psilocybin and MDMA have received a "Breakthrough Therapy" designation from the FDA. Additionally, the prevalence of ketamine-assisted psychotherapy practices and increased access to these medicines overall make it important for the next generation of clinicians to be familiar with psychedelic-assisted therapy (PAT) practices. Terms Offered: TBD

SSAD 62100. Creating New Anchors: An Introduction to Prison Industrial Complex Abolition. 100 Units.

This intensive seminar will introduce and discuss prison abolition as both a long-term vision and a practical organizing strategy. We will explore the ways in which the criminal punishment system and other systems of oppression perpetuate violence and fail to address harm and facilitate accountability. Examples of abolitionist strategies and movements will be reviewed. The connections between abolitionist values and the social work profession's values and ethics will also be examined. We will attempt to move beyond abolition as a theoretical framework and push ourselves to think of the tangible steps required to move towards abolition as a praxis. Angela Davis said, "Mass imprisonment generates profits as it devours social wealth, and thus it tends to reproduce the very conditions that lead people to prison." PIC abolition is a philosophy, a daily practice, and an organizing strategy. It requires us to examine our default frameworks (built by white supremacy, anti-Black racism, and capitalism) to relate to one another and create entirely new ways of being with and caring for one another. We will closely read from a selection of interdisciplinary texts, including books, organizing campaign documents, conceptual/theoretical pieces, memoirs, poetry, music, and other forms of scholarship. Each week

will include examples of community organizing and/or policy advocacy that connect the philosophy of abolition with its application and practice.

SSAD 62122. Play Therapy. 100 Units.

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 nondirective 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.

SSAD 62400. Community Ethnography. 100 Units.

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 communities 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.

SSAD 62912. Global Development and Social Welfare. 100 Units.

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 for both students who have had previous international experience as well as students who are interested in international social work and/or development practice.

Equivalent Course(s): PPHA 32760

SSAD 63012. Intergroup Dialogue Facilitation: Cultivating Practice Skills for Social Justice. 100 Units.

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.

SSAD 63600. Culturally Responsive Intervention, Assessment & Treatment. 100 Units.

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.

SSAD 63700. Acceptance and Commitment Therapy. 100 Units.

ACT is an example of what is commonly referred to as a third-wave behavioral therapy. It is unique in its development in that it was derived from some of the implications of basic research on the function of verbal behavior. This approach suggests that psychological distress is the result of how humans relate to their psychological experience rather than the result of a mental or even biological pathology. ACT assists clients in differentiating between those aspects of life where the only viable stance is that of acceptance and willingness and those where action is required given their desire to live meaningfully. In doing so, clients fundamentally shift from having their lives about their past and their problems to a life about their values and their future. This class is intended to provide students with a comprehensive overview of and practice with the principles of ACT. To that end, via lecture, experiential exercises, role-play and a self-change project, participants will be presented with the underlying theory (Relation Frame Theory) and assumptions of ACT, an ACT conceptualization of human suffering, a model of psychological rigidity and flexibility and the six basic clinical processes. Participants

boundaries, professional paternalism, conflicts of interest, whistle-blowing, administrative and organizational ethics, civil disobedience, moral distress, conscientious objection and distributive justice. The class will discuss current relevant ethical dilemmas interwoven with clinical case studies, films, clips from the current news/literature and class discussions.

Terms Offered: TBD

SSAD 65500. Harm Reduction at Intersection of Policy, Program & Clinical PRAC. 100 Units.

This course will provide an overview of the theories, clinical approaches & 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 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.

SSAD 65812. Making Kin: Adoption and Fostering in a Global Perspective. 100 Units.

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 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. This course fulfills the Human Diversity Requirement. This course is one of Crown Family School's global and international course offerings.

Equivalent Course(s): SSAD 25812

SSAD 66250. Poverty, Inequality, and Social Welfare in Comparative Perspective. 100 Units.

This course is organized as an intensive, 2-week program in Hong Kong and Vietnam and will include students from the University of Chicago Crown Family School, Hong Kong Polytechnic University Department of Applied Social Sciences, and Peking University Department of Sociology. The intent of the program is to provide students with the opportunity to learn about key issues concerning the nature, contributing factors, and state and community responses to poverty and inequality in different national and local contexts. It is intended to be both locally grounded (in Hong Kong and Vietnam) and explicitly comparative (incorporating material and discussion comparing circumstances and responses in the US and mainland China). The program combines lectures, seminar discussion, and site visits to provide students with an intensive introduction to the ways in which poverty and inequality are viewed and responded to in different contexts. Enrollment is limited to eight students from each university. It will take place December 4 (arrival in Hong Kong December 3) through December 13. This means students enrolled may need to make special arrangement to take exams or deliver final papers earlier (or later) than their peers, and will be engaged in the program through the first week of winter break.

SSAD 67000. School Social Work Policy and Practice. 100 Units.

This course will present knowledge and skills for engaging in social work practice in public school settings by discussing the varied roles, responsibilities and practices of school social workers. There are tensions and possibilities inherent in school social work practice. By exploring the dynamics and dimensions of social work in schools, we will examine the challenges, possibilities and depth of effective practice, in order to provide students with core foundational skills necessary for their internships and future careers in school social work.

SSAD 67101. Constitutional Law VII: Parent, Child, and the State. 100 Units.

This course considers the role that constitutional law plays in shaping children's development. Among the topics discussed are children's and parent's rights of expression and religious exercise; parental identity rights including rights associated with paternity claims, termination proceedings, assisted reproduction, and adoption; the scope of the state's authority to intervene to protect children, to regulate their conduct, or to influence their upbringing; and the role of race and culture in defining the family.

Terms Offered: Spring

Equivalent Course(s): PPHA 35900

SSAD 68150. Gender-based violence: theories and practices to promote healing and justice. 100 Units.

In this class, we will explore liberatory approaches to gender-based violence. Throughout this class we will ask: How can we as social workers understand and interrupt gender-based violence? How can we promote healing and justice with and for survivors? In this course we will examine definitions of gender-based violence and analyze the relationship between gender, violence, and power using a range of feminist theories. We will critically evaluate interventions into gender-based violence, with a focus on social work's role in offering both care and control to survivors of violence. Together we will explore a range of approaches to survivor safety, accountability, healing, and justice, and we will identify "hope models" which can guide social work practice, policy, and research towards liberatory futures. Throughout the class, we will engage in critical self-reflection,

integrate course materials with embodied and practice-based knowledge, and practice self- and collective-care strategies.

Terms Offered: TBD

SSAD 68700. Adolescent Development in Context. 100 Units.

This course focuses on developmental pathways from middle childhood through adolescence within the context of school, family, community, and culture. Because human development is an applied field, we will be paying special attention to how sociocultural and historical influences affect academic, socioemotional, and identity development in the context of real-world challenges and opportunities faced by adolescents. In addition to learning about developmental and sociocultural theories, students will apply research to policy and practice by creating resources geared toward youth, parents, or those who work with youth. By the end of this course sequence, students should be able to: 1. Describe and apply key theories of middle childhood and adolescent development; 2. Identify developmental opportunities and challenges during middle childhood and adolescence; 3. Discuss the role of identity development in constructing or authoring one's life story; 4. Reframe adolescent risk-taking as a form of creativity and individual expression; 5. Understand how relationships can influence positive youth development; and 6. Translate theory and research into developmentally appropriate and culturally sensitive resources for youth, families, and those who work with youth.

Terms Offered: TBD

Equivalent Course(s): EDSO 68700, EDSO 28700, CHDV 48700, PSYC 38780

SSAD 68950. Contextually-Focused Dialectical Behavior Therapy A functional approach to DBT. 100 Units.

Emotional distress is experienced in many more diverse ways across a much broader spectrum of people than originally described in Dialectical Behavior Therapy. Contextually-focused dialectical behavior therapy (C-DBT), is a modified version of DBT based on a model of emotional dysregulation applicable beyond borderline personality disorder. It assists persons in discriminating between those aspects of their experience amenable to change from those where acceptance is the only viable stance. Participants in this class will be introduced to the "chronic distress model" (CDM) for understanding psychological distress. It suggests that humans have a fundamental need for recognition, a basic desire to "belong" or "matter." Psychological distress arises as a result of a lack of recognition via exposure to persistently invalidating/oppressive environments. These types of environments may exist at the familial, community, cultural and global levels. This perspective provides a framework for understanding the three main processes of consciousness-raising, freedom from past control and freedom to exercise agency in response to future aspirations.

Terms Offered: TBD

SSAD 69004. Social Work and Sex Workers. 100 Units.

This course will focus on best practices for social workers who wish to provide support to sex workers and individuals involved in the sex trade. Historically, social workers have viewed sex workers as either "victims" or "criminals," a problematic conceptualization that often misconstrues motivating factors, and leads to misguided clinical interventions and regulatory schemes. Social stigma against sex workers and the sex trades has forced this population to hide their activities from service providers; as a result few programs address their needs directly and effectively. Marginalization also increases vulnerability to violence and arrest, further complicating service provision. This course will outline optimal interventions using a harm reductionist approach to best serve this population; some of these interventions have been designed by sex workers themselves. This course will also encourage students to analyze the effects of current policies and policing on the lives on sex workers and their impact throughout the community.

SSAD 69300. Transdiagnostic Treatment of Emotional Disorders. 100 Units.

Transdiagnostic treatments are clinical interventions that can be applied across diagnostic categories to address underlying emotional disorder. In this course, David Barlow's Unified Protocol: Transdiagnostic Treatment for Emotional Disorders (UP) will be the foundational transdiagnostic approach taught. The UP incorporates elements of behaviorism from all three waves, including mindfulness, cognitive restructuring, and emotional exposure. The UP can be applied to a range of different disorders and problems that share a common underlying emotional dysfunction (e.g., panic attacks, social anxiety, obsessive thought/compulsions, depressed mood, impulsive behaviors, eating disorders). The overarching goal of the UP is to help clients learn new ways of responding to uncomfortable emotions in order to reduce targeted symptoms. The UP can be adapted to many different populations, needs, and settings, and students will be encouraged to apply the UP to populations meaningful to them. The course will be highly experiential, including asking students to participate in activities designed to evoke uncomfortable emotions.

Terms Offered: TBD

SSAD 69400. Climate Change and Human Mobility. 100 Units.

A 2021 UN report estimated that 21.5 million people have been forced to move, each year, for over a decade, due to climate change. The report states: "weather-related crises have triggered more than twice as much displacement as conflict and violence in the last decade" (UNHCR, 2021). In spite of mounting evidence that climate change is to blame for these catastrophic weather-related events and associated increases in migration, the UNHCR eligibility criteria for refugee status doesn't include climate change. Due to political challenges involved in considering such a definition change, the UN convened member states to establish a global compact for migration that takes the effects of climate change into consideration. The Global Compact suggests rights and obligations of climate change migrants, and standards to guide sovereign states in protecting these rights.

Given the growth in climate change related migration over the last decade, and the complicated nature of implementation with such a broad international instrument such as the Global Compact, there is much room for development within the climate change and human mobility sector. This course will: examine the issue of climate change and its relationship to human mobility using human rights, political ecology, and social policy perspectives; consider how these different perspectives for understanding the problem suggest different types of policy solutions; and consider the impact of these solutions for those affected.

Terms Offered: TBD

Equivalent Course(s): SSAD 29400, HMRT 29400, CEGU 29400, CEGU 69400, HMRT 39401, CHST 29400, ENST 29400

SSAD 69455. MIGRATION SERVICES IN CHICAGO: KIPHART CHALLENGE EXPERIENTIAL LEARNING COURSE. 100 Units.

In this team-based experiential learning course, students will be matched with community-based organizations (CBOs) that serve migrants in Chicago, with the collaborative goal of developing a policy proposal responsive to organizational objectives. Through this applied learning experience, students will: grapple with the context of service provision for migrants, learn how to conduct organizational power analyses, develop collaborative relationships responsive to power dynamics, engage in resource mapping, co-design policies, building on organizational strengths and community resources, and present their work product to the community. Student engagement in this course will serve as a forum for the development of skills including: assessment of power and positionality, interpersonal communication, healthy team dynamics and conflict resolution, analysis of organizational resources, policy design, and presentation development. The course will include a presentation of the policy design to a panel of judges: the winning team securing a \$1,000 donation for their CBO partner. Due to the collaborative nature of this course, and the priority of centering community perspectives, students are asked to commit to a set of guiding values: respect and curiosity, self-awareness & accountability, flexibility & punctuality, & confidentiality. Trust is built over time and these values will help foster a relationship where this growth is possible.

Terms Offered: TBD

Equivalent Course(s): SSAD 29455, CHST 29455

SSAD 69550. Building Reflective Skills in Relational Psychodynamic Practice. 100 Units.

Essential but largely untaught, well-developed reflective practice skills are the mark of an informed clinician and a powerful treatment tool. This class provides students theoretical and experiential material for building reflective practice muscles and setting a course for clinical work attuned to the therapeutic relationship. Psychodynamic practice requires us to pause in our work, play with ideas, and place ourselves in an available therapeutic stance. To practice this, we will investigate our emotional engagement and the reflective process which facilitates that role. We will look at how this impacts the process of case formulation, viewing enactments, and the examination of clinical impasses. Students will engage in small and large group discussion, develop process recordings, and explore the nonverbal, nonconscious communication in their field placement work.

Terms Offered: TBD

SSAD 69600. Black Women Work: The labor of Black women in communities, families, and institutions. 100 Units.

This multidisciplinary course will explore the labor of Black women in three distinct arenas-communities, families, and institutions. Students will explore these areas through engaging with historical and contemporary narratives, research, and popular media, heavily drawing in a U.S. context, but not exclusively. Through an engagement of Black women in the U.S. labor force, this course will explore three questions. How has the labor of Black women contributed to the sustainability of communities, families, and institutions? What are the choices Black women make to engage and sustain their work? What is the future of the labor of Black women? Is the future one that is liberatory or not? Students will leave this course with an understanding of the ways intersectional experiences of oppression contribute to complex conditions and decision-making, that shape the labor of Black women, the function of certain labor decisions as sites of resistance, as well as the generative resources that support the professional success and well-being of Black women.

Terms Offered: TBD

Equivalent Course(s): SSAD 29600, GNSE 20127, RDIN 26600

SSAD 69750. Fatness as Identity: Deconstructing the Origins of Fat Phobia and Fat Discrimination in Social Work. 100 Units.

Applying an intersectional and fat justice perspective, this course will utilize the ecological "person in environment" framework to explore fatness as identity from macro, mezzo, and micro perspectives. Students will be encouraged to engage in this highly interactive seminar style course through the critical examination of academic and medical studies, pop culture, and diverse media sources. The origins of fat phobia and fat discrimination will be explored through consideration of implicit bias, the impact of fat phobia and fat discrimination on individual identity development, the medical ideal of health, and the contributing macro factors of individualism and capitalism. Fatness and the intersection of gender identity, race, sexual orientation, age, socioeconomic status, mental health, physical health, ability, and access to affirming health care will be explored as contributing factors to the individual and collective impact of fat phobia. Specific attention will be given to the origins of the fat justice movement that began in the 1960s and the current lack of legal protections for individuals of size against discrimination. Students will be encouraged to utilize reflective practice and empathy models to consider the impact fat phobia and fat discrimination has on the implementation and

provision of social work practice and policy in diverse settings so they can begin to deconstruct oppressive social work interventions with individuals of size.
Terms Offered: TBD

SSAD 69950. Crisis Intervention Methods. 100 Units.

This course is an overview of crisis intervention theories and interventions. The various stages of crisis will be explored, ranging from an acute and sudden situation threatening physical safety to someone who is experiencing a life change crisis. Psychological first aid will be discussed in detail and its application across different settings will also be highlighted. Another focus of the course is on traumatic stress for service providers across different settings. Overall, this course is designed to help students develop an understanding of practical skills for supporting someone in crisis while caring for ourselves. This course is primarily intended for direct practice social work students who will inevitably be confronted with someone in crisis within their service setting. Coursework will be centered on weekly readings, class discussion, small group work and also presenters who currently provide crisis intervention. Guest presenters will include social workers, therapists, clinical psychologists, crisis counselors and medical staff/first responders who currently provide crisis intervention across different settings. Service topics covered will include suicide, domestic violence, sudden death grief support, sexual violence, acute physical trauma, youth trauma, crisis video and phone counseling, disaster crisis support and other related topics. Self-care will be discussed and encouraged throughout the course due to the nature of the topics covered.
Terms Offered: TBD

SSAD 69955. Storytelling and Community Building. 100 Units.

Many stories matter. Stories have been used to dispossess and to malign. But stories can also be used to empower, and to humanize. Stories can break the dignity of a people. But stories can also repair that broken dignity. - Chimamanda Ngozi Adichie, author In this course we will explore the use of a storytelling as a tool for creating repair in individuals and communities. The course will examine the history of the practice of storytelling and how it has been activated in diverse cultural communities. We will explore approaches to collecting and presenting stories. Participants will examine a variety of methods to share stories to deepen the impact of building relationships in communities. We will explore the use of folktales, history and personal stories which will lead to a larger examination of fundamental questions of impactful and ethical storytelling: •

SSAD 70000. Advanced Study: Social Service Administration. 300.00 Units.

Advanced Study: Social Service Administration

