Brown School at Washington University in St. Louis

Our Vision
To create positive social change through our path-breaking research and educational excellence.

Our Mission
• To educate and prepare future social work and public health leaders in areas of policy, practice and research.
• To pioneer research and apply results to impact policy and practice locally, nationally and internationally.
• To collaborate with organizations to use evidence to improve access to and quality of social services and to address social and economic justice.

Message from Dean Mary M. McKay
The Brown School is a special community. We are distinguished by the energy and excellence of our faculty, the diversity and talent of our students, the strength of Washington University, and the deep ties to the local and global communities we serve.

We encourage our faculty, staff, students and alumni to be agents of change. We are committed to creating new knowledge to counter the effects of systemic oppression and racism in order to build a more just and equitable world.

Our school has generated and disseminated influential ideas and policy strategies both locally and globally. For example, Brown School faculty are leaders in asset creation, a fundamental social development strategy to address global poverty. We are also leading the charge in St. Louis to investigate and inform how to equitably distribute resources to support health and well-being across every community.

Our graduates are leaders in social work, public health and public policy, taking on the most challenging and important policy, practice and management roles in the country and around the world. I encourage you to learn more about what we have created at Washington University in St. Louis. I hope you will join us in this important pursuit of knowledge and social change.

Contact Information
Brown School
Washington University in St. Louis
CB 1196

One Brookings Drive
St. Louis, MO 63130-4899
Phone: 314-935-6600
Email: brownschool@wustl.edu
Website: https://brownschool.wustl.edu

Faculty
Wendy Auslander (https://brownschool.wustl.edu/faculty-and-research/pages/wendy-auslander.aspx)
Barbara A. Bailey Professor of Social Work
PhD, Washington University

Derek Brown (https://brownschool.wustl.edu/faculty-and-research/pages/derek-brown.aspx)
Associate Professor
PhD, Duke University

Ross C. Brownson (https://brownschool.wustl.edu/faculty-and-research/pages/ross-brownson.aspx)
Bernard Becker Professor
Director, Prevention Research Center
PhD, Colorado State University

Sheretta Butler-Barnes (https://brownschool.wustl.edu/faculty-and-research/pages/sheretta-butler-barnes.aspx)
Associate Professor
PhD, Wayne State University

Leopoldo J. Cabassa (https://brownschool.wustl.edu/Faculty-and-Research/Pages/Leopoldo-Cabassa.aspx)
Associate Professor
PhD, Brown School at Washington University

Renee M. Cunningham-Williams (https://brownschool.wustl.edu/faculty-and-research/pages/renee-cunningham-williams.aspx)
Associate Professor
Associate Dean for Doctoral Education
PhD, Washington University
MPE, Washington University School of Medicine

F. Brett Drake (https://brownschool.wustl.edu/faculty-and-research/pages/brett-drake.aspx)
Professor
PhD, University of California, Los Angeles

Alexis Duncan (https://brownschool.wustl.edu/faculty-and-research/pages/alexis-duncan.aspx)
Associate Professor
PhD, Saint Louis University

Tonya Edmond (https://brownschool.wustl.edu/faculty-and-research/pages/tonya-edmond.aspx)
Professor
Associate Dean for Diversity and Inclusion
PhD, University of Texas at Austin
Christine C. Ekenga (https://brownschool.wustl.edu/faculty-and-research/pages/christine-ekenga.aspx)  
Assistant Professor  
PhD, New York University

Amy A. Eyler (https://brownschool.wustl.edu/faculty-and-research/pages/amy-eyer.aspx)  
Associate Professor  
PhD, Oregon State University

Vanessa Fabbre (https://brownschool.wustl.edu/faculty-and-research/pages/vanessa-fabbre.aspx)  
Assistant Professor  
PhD, University of Chicago

Patrick J. Fowler (https://brownschool.wustl.edu/faculty-and-research/pages/patrick-fowler.aspx)  
Associate Professor  
PhD, Wayne State University

Michal Grinstein-Weiss (https://brownschool.wustl.edu/faculty-and-research/pages/michal-grinstein-weiss.aspx)  
Shanti K. Khinduka Distinguished Professor  
Director, Envolve Center for Health Behavior Change  
PhD, Brown School at Washington University

Lora Iannotti (https://brownschool.wustl.edu/faculty-and-research/pages/lora-iannotti.aspx)  
Associate Professor  
PhD, Johns Hopkins University

Sean Joe (https://brownschool.wustl.edu/faculty-and-research/pages/sean-joe.aspx)  
Benjamin E. Youngdahl Professor of Social Development  
Associate Dean for Faculty and Research  
PhD, University of Illinois at Urbana-Champaign

Kimberly Johnson (https://brownschool.wustl.edu/faculty-and-research/pages/kimberly-johnson.aspx)  
Associate Professor  
PhD, University of Minnesota

Michal Grinstein-Weiss (https://brownschool.wustl.edu/faculty-and-research/pages/michal-grinstein-weiss.aspx)  
Associate Dean for Policy Initiatives  
Director, Envolve Center for Health Behavior Change  
PhD, Brown School at Washington University

Shenyang Guo (https://brownschool.wustl.edu/faculty-and-research/pages/shenyang-guo.aspx)  
Frank J. Bruno Distinguished Professor of Social Work Research  
Assistant Vice Chancellor for International Affairs - Greater China  
Research Director, Center for Social Development  
PhD in Sociology, University of Michigan

Jenine Harris (https://brownschool.wustl.edu/faculty-and-research/pages/jenine-harris.aspx)  
Betty Bofinger Brown Associate Professor  
PhD, University of Michigan  
PhD, University of Michigan

Joyce Wood Professor  
Director, Center for Diabetes Translation Research  
Director, Center for Obesity Prevention and Policy Research  
PhD, Saint Louis University

Ross Hammond (https://brownschool.wustl.edu/Faculty-and-Research/Pages/Ross-Hammond.aspx)  
Betty Bofinger Brown Associate Professor  
PhD, University of Michigan

Matthew Kreuter (https://brownschool.wustl.edu/faculty-and-research/pages/matthew-kreuter.aspx)  
Kahn Family Professor of Public Health  
Senior Scientist, Health Communication Research Laboratory  
PhD, University of North Carolina at Chapel Hill

Edward Lawlor (https://brownschool.wustl.edu/faculty-and-research/pages/edward-lawlor.aspx)  
William E. Gordon Distinguished Professor Emeritus  
Special Assistant to the Provost  
PhD, Brandeis University

Carolyn Lesorogol (https://brownschool.wustl.edu/faculty-and-research/pages/carolyn-lesorogol.aspx)  
Professor  
Associate Dean for Global Strategy and Programs  
PhD, Washington University

Trish Kohl (https://brownschool.wustl.edu/faculty-and-research/pages/patricia-kohl.aspx)  
Associate Professor  
PhD, University of North Carolina at Chapel Hill

Jack Kirkland (https://brownschool.wustl.edu/faculty-and-research/pages/jack-kirkland.aspx)  
Associate Professor  
MSW, Syracuse University

Kimberly Johnson (https://brownschool.wustl.edu/faculty-and-research/pages/kimberly-johnson.aspx)  
Yvonne J. Harrison Professor  
Director, Center for Violence and Injury Prevention  
PhD, University of California, Berkeley

Kimberly Johnson (https://brownschool.wustl.edu/faculty-and-research/pages/kimberly-johnson.aspx)  
Associate Professor  
PhD, University of Minnesota

Jenine Harris (https://brownschool.wustl.edu/faculty-and-research/pages/jenine-harris.aspx)  
Associate Professor  
PhD, Saint Louis University

Darrell L. Hudson (https://brownschool.wustl.edu/faculty-and-research/pages/darrell-hudson.aspx)  
Associate Professor  
PhD, University of Michigan
Professor
Director, PhD Program in Public Health Sciences
Director, Center for Public Health Systems Science
PhD, University of Illinois

Timothy McBride (https://brownschool.wustl.edu/faculty-and-research/pages/timothy-mcbride.aspx)
Professor
PhD, University of Wisconsin-Madison

Mary McKay (https://brownschool.wustl.edu/faculty-and-research/pages/mary-mckay.aspx)
Professor
Neidorff Family and Centene Corporation Dean
PhD, University of Illinois at Chicago

Director, Harvey A. Friedman Center for Aging
PhD, University of California, Berkeley

Von Nebbitt (https://brownschool.wustl.edu/faculty-and-research/pages/von-nebbitt.aspx)
Associate Professor
PhD, Brown School at Washington University

Sojung Park (https://brownschool.wustl.edu/faculty-and-research/pages/sojung-park.aspx)
Assistant Professor
PhD, University of Michigan

David Patterson (https://brownschool.wustl.edu/faculty-and-research/pages/david-patterson.aspx)
Associate Professor
PhD, University of Louisville

Enola K. Proctor (https://brownschool.wustl.edu/faculty-and-research/pages/enola-proctor.aspx)
Shanti K. Khinduka Distinguished Professor Emeritus
Director, Center for Mental Health Services Research
PhD, Washington University

Jason Q. Purnell (https://brownschool.wustl.edu/faculty-and-research/pages/jason-purnell.aspx)
Associate Professor
PhD, Ohio State University

Mark R. Rank (https://brownschool.wustl.edu/faculty-and-research/pages/mark-rank.aspx)
Herbert S. Hadley Professor of Social Welfare
PhD, University of Wisconsin

Rodrigo Reis (https://brownschool.wustl.edu/faculty-and-research/pages/rodrigo-reis.aspx)
Professor
PhD, Federal University of Santa Catarina, Florianopolis, Brazil

Deborah Salvo (https://brownschool.wustl.edu/Faculty-and-Research/Pages/Deborah-Salvo.aspx)
Assistant Professor
PhD, Emory University

Michael Sherraden (https://brownschool.wustl.edu/faculty-and-research/pages/michael-sherraden.aspx)
George Warren Brown Distinguished University Professor
Director, Center for Social Development
PhD, University of Michigan

Fred Ssewamala (https://brownschool.wustl.edu/Faculty-and-Research/Pages/Fred-Ssewamala.aspx)
William E. Gordon Distinguished Professor
PhD, Brown School at Washington University

Lindsay Stark (https://brownschool.wustl.edu/Faculty-and-Research/Pages/Lindsay-Stark.aspx)
Associate Professor
PhD, Columbia University

Vetta Sanders Thompson (https://brownschool.wustl.edu/faculty-and-research/pages/vetta-sanders-thompson.aspx)
E. Desmond Lee Professor of Racial and Ethnic Diversity
PhD, Duke University

Jean-Francois Trani (https://brownschool.wustl.edu/faculty-and-research/pages/jean-francois-trani.aspx)
Associate Professor
PhD, Institut d'Etudes Politiques de Paris, France

Practice Professors

Heather Cameron (https://brownschool.wustl.edu/Faculty-and-Research/Pages/Heather-Cameron.aspx)
Michael B. Kaufman Professor of Practice in Social Entrepreneurship
PhD, York University, Toronto

Lorien Carter (https://brownschool.wustl.edu/Faculty-and-Research/Pages/Lorien-Carter.aspx)
Associate Professor of Practice
MSW, Brown School at Washington University

Peter Hovmand (https://brownschool.wustl.edu/Faculty-and-Research/Pages/Peter-Hovmand.aspx)
Professor of Practice
PhD, Michigan State University

Ryan Lindsay (https://brownschool.wustl.edu/Faculty-and-Research/Pages/Ryan-Lindsay.aspx)
Associate Professor of Practice
Assistant Dean for Social Work
MSW, University of Michigan

Sarah Moreland-Russell (https://brownschool.wustl.edu/Faculty-and-Research/Pages/Sarah-Moreland-Russell.aspx)
Assistant Professor of Practice
PhD, Saint Louis University
Barry Rosenberg (https://brownschool.wustl.edu/Faculty-and-Research/Pages/Barry-Rosenberg.aspx)
Professor of Practice
MSW, State University of New York at Albany

Joe Steensma (https://brownschool.wustl.edu/Faculty-and-Research/Pages/Joseph-Steensma.aspx)
Professor of Practice
EdD, Indiana Wesleyan University

Susan Stiritz (https://brownschool.wustl.edu/Faculty-and-Research/Pages/Susan-Stiritz.aspx)
Associate Professor of Practice
PhD, Brown School at Washington University

Henry Webber (https://brownschool.wustl.edu/Faculty-and-Research/Pages/Henry-Webber.aspx)
Professor of Practice
Executive Vice Chancellor for Administration
MPP, Harvard University

Research Professors

Peg Allen (https://brownschool.wustl.edu/Faculty-and-Research/Pages/Peg-Allen.aspx)
Research Assistant Professor
PhD, Brown School at Washington University

Abigail Barker (https://brownschool.wustl.edu/Faculty-and-Research/Pages/Abigail-Barker.aspx)
Research Assistant Professor
PhD, University of Minnesota

Ana A. Baumann (https://brownschool.wustl.edu/Faculty-and-Research/Pages/Ana-Baumann.aspx)
Research Assistant Professor
PhD, Utah State University

Charlene Caburnay (https://brownschool.wustl.edu/Faculty-and-Research/Pages/Charlene-Caburnay.aspx)
Research Assistant Professor
PhD, Saint Louis University

Beth Dodson (https://brownschool.wustl.edu/Faculty-and-Research/Pages/Elizabeth-Dodson.aspx)
Research Assistant Professor
PhD, Saint Louis University

Stephen Roll (https://brownschool.wustl.edu/Faculty-and-Research/Pages/Stephen-Roll.aspx)
Research Assistant Professor
PhD, Ohio State University

Ozge Sensoy Bahar (https://brownschool.wustl.edu/Faculty-and-Research/Pages/Ozge-Sensoy-Bahar.aspx)
Research Assistant Professor
PhD, University of Illinois at Urbana-Champaign

Margaret Sherraden (https://brownschool.wustl.edu/Faculty-and-Research/Pages/Margaret-Sherraden.aspx)
Research Professor
PhD, Brown School at Washington University

Rachel Tabak (https://brownschool.wustl.edu/Faculty-and-Research/Pages/Rachel-Tabak.aspx)
Research Assistant Professor
PhD, University of North Carolina at Chapel Hill

Tess Thompson (https://brownschool.wustl.edu/Faculty-and-Research/Pages/Tess-Thompson.aspx)
Research Assistant Professor
PhD, Brown School at Washington University

Senior Lecturers & Scholars

Janelle Gibson (https://brownschool.wustl.edu/Faculty-and-Research/Pages/Janelle-Gibson.aspx)
Senior Lecturer
MSW, Saint Louis University

Angela Hobson (https://brownschool.wustl.edu/faculty-and-research/pages/angela-hobson.aspx)
Senior Lecturer
Assistant Dean for Public Health
PhD, Saint Louis University

John Landsverk
Senior Scholar
PhD, University of Minnesota

Jessica Levy (https://brownschool.wustl.edu/Faculty-and-Research/Pages/Jessica-Levy.aspx)
Senior Lecturer
PhD, University of North Carolina at Chapel Hill

Julie Mastnak (https://brownschool.wustl.edu/Faculty-and-Research/Pages/Julie-Mastnak.aspx)
Senior Lecturer
PhD, University of Missouri-St. Louis

Linda Raclin (https://brownschool.wustl.edu/Faculty-and-Research/Pages/Linda-Raclin.aspx)
Senior Lecturer
JD, Catholic University

Anna Shabsin (https://brownschool.wustl.edu/Faculty-and-Research/Pages/Anna-Shabsin.aspx)
Senior Lecturer
JD, Washington University School of Law

Adjunct Faculty

For a list of our adjunct faculty members (https://brownschool.wustl.edu/faculty-and-research/pages/Adjunct-Faculty.aspx), please visit the Brown School website.
Emeritus Faculty
For a list of our emeritus faculty members (https://brownschool.wustl.edu/faculty-and-research/pages/Emeritus-Faculty.aspx), please visit the Brown School website.

Courses
Courses include the following:

- **S15 SWCR (Core)** (p. 5)
- **S20 SWHS (History & Professional Theme)** (p. 5)
- **S30 SWDP (Direct Practice)** (p. 7)
- **S31 SWDP (Direct Practice)** (p. 9)
- **S40 SWSP (Social Policy)** (p. 11)
- **S48 SWSP (Social Policy)** (p. 12)
- **S50 SWSA (Social Administration)** (p. 12)
- **S55 MPH (Public Health)** (p. 14)
- **S60 SWCD (Community Development)** (p. 22)
- **S65 SWCD (Community Development)** (p. 26)
- **S70 SWPR (Practicum)** (p. 27)
- **S80 SCWK (Social Work)** (p. 27)
- **S81 SWIP (Independent Study)** (p. 28)
- **S90 SWDT (Doctoral)** (p. 32)

**S15 SWCR (Core)**

**S15 SWCR 5007 Research Methods with Statistical Applications**
Focuses on evaluation at a variety of levels (individual, group, organization, community). Includes problem assessment, specification and monitoring of interventions, validation of measurement methods, and analysis and presentation of data. Covers statistical methods that are necessary to be good consumers of research and that serve as a foundation for other statistics courses.
Credit 3 units.

**S15 SWCR 5011 Human Behavior**
Approaches human behavior in the social environment from a life-span perspective. Foils include psychoanalytical theory and social learning theory. Implications of gender, race and socioeconomic status are considered. Pre/corequisites: S15-5038.
Credit 3 units.

**S15 SWCR 5012 Social, Economic & Political Environment**
Focuses on the effects of social, economic, and political factors on disadvantaged and at-risk populations. Sociological topics (stratification, race, gender, deviance), economic topics (wealth, employment, income) and political topics (representation, decision making) are explored. Pre/corequisites: S15-5007, S15-5015, S15-5038.
Credit 3 units.

**S15 SWCR 5015 Social Justice and Human Diversity**
Focuses on knowledge and skills for social work practice with economically disadvantaged and oppressed groups, particularly people of color, women, people with disabilities, gay men and lesbians, and other at-risk populations.
Credit 3 units.

**S15 SWCR 5038 Social Work Practice with Individuals, Families, and Groups**
Focuses on the basic knowledge and skills needed for social work practice with individuals, families and groups. Presents a historical view of social work practice with an overview of the values and ethics that characterize the profession. Capacity building approach will be discussed with an emphasis on evidence-based practice and a systems perspective.
Credit 3 units.

**S15 SWCR 5039 Social Work Practice with Organizations and Communities**
Focuses on the fundamental knowledge and skills needed for social work practice with organizations and communities. Historical views are presented along with contemporary theories and methods. Emphasis is placed on organizational and community assessment and development, with exposure to innovative strategies including social entrepreneurship, systems thinking approaches, and geographic information systems. Through applied group projects in partnership with community-based organizations, students apply the skills developed in research methods, human diversity, and individual practice as they develop skills in task group work, stakeholder engagement, evidence-based application, and capacity building. Students should expect to work with group members and community sponsors outside of class time to accomplish the project objectives. Prerequisites: S15-5007, S15-5015, and S15-5038. Preferred corequisite: foundation practicum.
Credit 3 units.

**S15 SWCR 5040 Social Welfare Policies and Services**
Covers the development of U.S. social welfare policies and existing social welfare programs. Addresses social policy analysis and understanding of legislative processes.
Credit 3 units.

**S15 SWCR 5999 Evidence-Based Practice Skills for BSW Grads**
This course is open only to incoming MSW students who have a Bachelor of Social Work (BSW) degree. Prerequisite: bachelor’s degree in Social Work.
Credit 3 units.

**S20 SWHS (History & Professional Theme)**
S20 SWHS 1011 Theoretical & Empirical Bases for Practice with Children, Youth & Families
This course exposes students to theoretically based, empirically supported interventions that guide the assessment, treatment planning, intervention selection, implementation, and evaluation of outcomes in social work practice with children, youth and families (CYF). Prerequisites: S15-5011 & S15-5038. Credit 3 units.

S20 SWHS 1022 Intimate Partner Violence: Theories, Problems and Issues
Explores the theoretical and service issues related to violence in domestic relations and their impact on battered women, men who batter, and children who witness abuse. Examines the social and psychological aspects of domestic violence and discusses service integration approaches designed to work effectively with each of these population groups. Prerequisites: S15-5011 & S15-5038. Credit 3 units.

S20 SWHS 1025 Theoretical Approaches to Interpersonal Violence Across the Life Course
This course examines theoretical approaches to understanding interpersonal violence across the life course in the United States. The course uses a multidimensional theoretical approach to explore the causes of interpersonal violence; the impact of interpersonal violence on the individual (both victims/survivors and perpetrators), families, communities, and society; how theory informs intervention and prevention approaches to interpersonal violence; and the evaluation of intervention and prevention approaches. The course will also examine the prevalence of interpersonal violence, risk and resiliency factors, the impact of polyvictimization, the connections between interpersonal violence and suicide, and the intersection of power and oppression in the experiences of interpersonal violence, focusing on marginalized identities. After a review of key theories and perspectives, students will apply theoretical lenses to examine experiences of interpersonal violence across the life course, including child abuse, bullying, sexual harassment, sexual violence, intimate partner violence, and elder abuse. Students will also apply theoretical lenses to understand evidence-based individual interventions and macro-level policies that address interpersonal violence across the life course. Consideration will be given to various trauma and strategies to promote sustainability in the field. Credit 3 units.

S20 SWHS 2010 Theories and Issues in Aging
Examines the theoretical and service issues connected to the study of the elderly from the multidisciplinary approach of gerontology. Considered are the biological, social, and psychological aspects of aging, and the nature and extent of service delivery systems for the aged and their families. Prerequisites: S15-5011 & S15-5038. Credit 3 units.

S20 SWHS 3022 Health Behavior and Health Promotion
The purpose of this course is to present fundamentals of social and behavioral science as a framework for using evidence-based approaches in addressing individual, families, and population health issues. Students will learn the role of social determinants of health problems, and theoretical approaches to guide the design and evaluation of health interventions. Prerequisites: S15-5011 & S15-5038. Credit 3 units.

S20 SWHS 4011 Differential Diagnosis
Considers the concept of mental illness and mental health from a psychological/psychiatric perspective. Familiarizes students with and critically explores available models of diagnosis. Selected mental health problems are addressed in depth, including considerations of populations at risk. Prerequisites: S15-5011 & S15-5038. Credit 3 units.

S20 SWHS 5013 Poverty & Inequality in America
Focuses on the extent and causes of poverty in the United States, the effects of poverty on individuals and families, and the search for solutions. Prerequisite: S15-5012. Credit 3 units.

S20 SWHS 5017 Management & Leadership of Organizations
This course examines organizational behavior and the management of human service organizations. Students study a variety of theories, concepts, and functions, including organizational structure, organizational culture, human resource and financial management, leadership, and strategic planning. The course provides a foundation for all management practice courses. This course fulfills three credits in Leadership/Management. Prerequisite: S15 5012. Credit 3 units.

S20 SWHS 5018 Economic Realities of the American Dream
Exploration of the realities of economic life in the U.S. and how they correspond to the American Dream. Interdisciplinary perspectives from economics, sociology, and other areas of social inquiry. Emphasis on the consistency between empirical data and different concepts of the American Dream. Specific topics to include sources of economic growth and changing living standards, unemployment, impact of globalization on U.S. citizens, economic mobility, poverty and inequality, and social justice. This course may be substituted within the MSW Program Social & Economic Development Concentration curriculum for Economics of Social Welfare, S20-5011. Enrollment from the MSW Program is limited to 10 MSW students. Same as I50 INTER D 5003 Credit 3 units. EN: S

S20 SWHS 5030 International Social Development
A comparative study of international social development, including patterns and issues in cross-national collaboration, selected problems in international social development, and a conceptual framework for analyzing social change. Pre/corequisite: S15-5012. Credit 3 units.

S20 SWHS 5079 Community Development and American Cities
The world is becoming increasingly urban. Recently for the first time more than half of the world’s population lived in cities. While urbanization has brought great opportunities it also comes with significant challenges. The goal of this course is to introduce and analyze interventions that improve the quality of life of Americans by improving their neighborhoods,
and that strengthen neighborhoods as essential components of competitive regional economies. We will focus both on strategies to alleviate urban poverty and on strategies to make urban neighborhoods attractive to large numbers of potential residents of all races and classes. The course will include a rigorous introduction to community development strategies with specific attention to the role of community organizations, the need for strengthening key service areas such as schools and safety, and the importance of density and place-making. While the focus of the course will be on St. Louis and other older industrial cities, the lessons learned are applicable to all cities throughout the world. In addition to St. Louis, we will also spend concentrated time on New York City as an example of a fast-growth, strong market city. Course pedagogy will emphasize intense interaction between students and between the students and instructor, using lectures, small group discussions and active debates. Class assignments will include the requirement to write five short (3-4 page) papers over the course of the semester. All papers will be based on class reading. For MSW Program SED Concentration students, this course fulfills the SED Theories, Problems, and Issues requirement. For MSW Policy Specialization students, this course fulfills the elective requirement. For Master of Architecture students, this course fulfills the Urban Issues elective requirement. For Master of Urban Design students, this course fulfills the MUD Track elective requirement. MSW Pre/corequisite: S15-5012. Credit 3 units. Arch: GAMUD; GAUI; UI Art: CPSC

**S20 SWHS 5751 American Indian Societies, Values, and Cultures**

Surveys several major themes in the history and modern evolution of American Indian societies, cultures, values and laws. Examines indigenous societies and cultures before the arrival of Europeans. Explores the history of American Indians and Indian nations in the U.S. and their treatment by the U.S. Examines modern Indian governments, and legal systems, and the status of Indian nations as sovereign political entities within the U.S. Prerequisite: S15-5012. Credit 3 units.

**S30 SWDP (Direct Practice)**


**S30 SWDP 5325 Child Maltreatment Prevention**

The purpose of this course is for students to develop an understanding of transdisciplinary perspectives and apply systematic problem-solving approaches to the prevention of child maltreatment. Answers to complex questions about child maltreatment require a transdisciplinary problem-solving approach with public health, social work, and medical practitioners analyzing perspectives from diverse fields, and coming together to integrate knowledge across these disciplines. Same as S55 MPH 5325 Credit 3 units.

**S30 SWDP 5360 Youth Violence**

This course is designed to provide students with an understanding of adolescent violence-related injury. Violence among youth is a major public health problem that touches several disciplines including education, emergency medicine, law enforcement and legal systems, mental health, public health and social work. Topics to be covered include school violence, dating violence, suicide, and community violence. Students will also learn about conceptual and theoretical models describing the etiology of adolescent violence-related injury and gain an understanding of how such frameworks influence the development of prevention programs. The course includes a comprehensive overview of the many issues associated with youth violence both locally and across the United States. The course will cover the epidemiology of major violence-related injuries including disparities and social and cultural determinants, risk and resiliency factors. Course instruction will be supplemented by guest lecturers who will help illustrate various disciplinary and community perspectives on this issue. Students will work in concert with local organizations/research projects seeking to address this problem in the completion of major course assignments. Special attention is paid to how evidence-based programming must be used in concert with feasibility given community, culture and resource factors. Same as S55 MPH 5360 Credit 3 units.

**S30 SWDP 5453 Principles of Clinical Interventions in Health**

This course will familiarize students with practice methods such as cognitive behavioral, psychosocial, applied group work and behavioral therapy with a special focus on health services. Special emphasis will be given to developing crisis intervention, brief therapy, decision-making, negotiation, advocacy, and teamworking skills. Prerequisite: S15-5038. Credit 3 units.

**S30 SWDP 5502 Applied Behavior Therapy**

Focuses on the application of behavioral techniques. Includes problem identification, specification and assessment, establishment of change objectives, identification of appropriate intervention techniques, implementation and evaluation. Prerequisite: S15-5038. Credit 3 units.

**S30 SWDP 5503 Cognitive Behavior Therapy**

Emphasis on the acquisition of direct practice skills using case examples, videos, and role-plays of patients with depression, anxiety, and personality disorders. Prerequisite: S15 5038. Prerequisite/corequisite: S30 5502. Students cannot take S30 5503 with both S30 5502 and S30 5504 during the same semester. Credit 3 units.

**S30 SWDP 5504 Dialectical Behavior Therapy**

An introduction to Dialectical Behavioral Therapy (DBT), an evidence based practice. Pre or corequisite S30-5503. Cannot be taken concurrently with both S30-5502 and S30-5503. Credit 3 units.

**S30 SWDP 5505 Interpersonal Psychotherapy**

This course will help students gain knowledge and basic skills in Interpersonal Psychotherapy (IPT), an evidence-based treatment for depression. The course will include theoretical underpinnings of IPT, understanding the use of IPT in specific populations, and adaptations across cultures and psychiatric disorders. The course will review IPT techniques, common issues, and therapeutic skills. Specific opportunities to practice skills and
S30 SWDP 5702 Applied Group Work Practice
Builds on the theoretical foundation and focuses on the basics of group work practice, including how to select members, how to begin and terminate group sessions, and how to evaluate group member outcomes. Prerequisite: S15-5038.
Credit 3 units.

S30 SWDP 6011 Brief Outcome Therapy
This course will focus on the time efficient treatment of individuals, groups and families through focused psychotherapy and case management. Ethical issues and indications and contra-indications for brief treatments will be explored. Various models of time limited treatment will be compared, with the Brief Efficient Therapy model explored in detail. Assessment, diagnosis, engagement, treatment and evaluation using the Efficient Brief Therapy model will be the central concern of the course. Prerequisite: S15-5038.
Credit 3 units.

S30 SWDP 6211 Treatment of Mental Disorders
Focuses on treatment of persons with mental illness. Includes advanced skills in diagnosis (DSM-IV); treatment interventions for specific diagnoses; medications; commitment; legal and ethical issues; work with women, minorities, the homeless, and other populations at risk. Prerequisite: S15-5038.
Credit 3 units.

S30 SWDP 6215 Global Mental Health
This course aims to provide participants with an in-depth understanding of the current debates that are shaping Global Mental Health (GMH) in Low and Middle Income Countries (LMICs). It examines the history of GMH, its key principles, policies and practices alongside the challenges inherent to their implementation in some of the most challenging contexts. Using practical examples of GMH interventions in the area of stigma, depression, trauma and the mental health of marginalized populations, students will be encouraged to critically engage with concepts relevant to social work, public health, sociology and anthropology so as to reflect on the design, applicability and relevance of such interventions. Furthermore, the course will examine several key issues inherent to the field, such as the cultural validity of modern psychiatric diagnosis, as well as its research methods and assessment techniques. Guest speakers will include individuals working on the forefront of GMH application. The course is designed to compel future social workers to "think globally" but "act locally" when debating and addressing mental health issues in an international context.
Credit 3 units.

S30 SWDP 7206 Contemporary Family Therapy
Addresses contemporary family therapy, theory and practice, along with the therapists’ use of self. Approaches include the work of Susan Johnson (EFT), Dan Wile (CCT), John and Julie Gottman (SRH) and other newer family therapy systems approaches. This course prepares students to work with families in all ages and stages of life. This course can be taken independently, simultaneously or following S30-7001. Prerequisite: S15-5038.
Credit 3 units.

S30 SWDP 725 Social Work Practice with Children in Families
Focuses on child development, major intervention approaches used with children, beginning practice skills for working with children and the assessment and treatment of major psychosocial problems experienced by children. Prerequisite: S15-5038. Prerequisite or Corequisite: S20-1011. Required Corequisite: Practicum with children or youth.
Credit 3 units.

S30 SWDP 726 Social Work Practice with Youth in Families
Focuses on social work with youth, including assessment, relationship-building and intervention skills. Areas of conceptual emphasis include adolescent development, adolescent peer relations, and relationships with parents. Prerequisite: S15-5038. Prerequisite or Corequisite: S20-1011. Required Corequisite: Practicum with children or youth.
Credit 3 units.

S30 SWDP 727 Aging Network Services
Reviews different models of social work practice within the continuum of health and long-term care for older adults. Emphasis on skill development to assist older adults and their families in accessing and appropriately using services along the continuum of care, while attending to the diversity in client and family needs, values and preferences. Emphasizes critical analysis of practice models service options, delivery models, and network systems related to evidence-based practice and capacity building, social work values and ethics, and social and economic justice outcomes. Prerequisite: S15-5038.
Credit 3 units.

S30 SWDP 728 Social Work Practice in Assessing, Managing, and Intervening with Suicidal Behavior
This course will provide the critical knowledge and skills relevant to understanding, engaging, assessing, intervening, and developing programs with individuals and communities at risk for suicidal behavior. The course begins by laying the theoretical groundwork by reviewing and synthesizing leading theories in suicidal behavior, ultimately landing on a behavioral definition of suicidal behavior. Additionally, identification of at-risk populations and exploration of how risk and protective factors transact to generate risk profiles will set the stage for comprehensive suicide risk assessment and management procedures, including best-practice guidelines and documentation of risk and safety planning. Guidelines for working with clients who present with suicidal ideation, including frequent and chronic suicidality will be explored. Finally, a review of evidence-based prevention and postvention programs will provide students with a strong understanding of the spectrum of suicidal behaviors and broad-based interventions available. Prerequisite: S15-5038.
Credit 3 units.

S30 SWDP 730 Prevention and Promotion to Support Healthy Child Development Among At-Risk Families and Communities
This course provides students with a developmentally informed preventative approach to apply in their practice with and in at-risk communities. Synthesizing research from the fields of developmental science and prevention science, students will explore the research literature on the mechanisms through which exposure to adversity in childhood and adolescence undermines...
S30 SWDP 7502 Intervention Approaches for Treating Couples
Focuses on techniques used in treating couples who seek help for problems they are experiencing in their relationships. Prerequisite: S15-5038. Credit 3 units.

S30 SWDP 7815 Social Work Services in Public School Settings
Focuses on school social work services primarily in urban areas. Emphasis on service delivery models that stress collaboration and coordination approaches for working with children, adolescents and their families at high risk due to such problems as truancy; violence in the school, at home, or in the community; teenage pregnancy; poverty; and racism. Prerequisite: S15-5038. Credit 3 units.

S30 SWDP 7818 Social Work, Education, and the Exceptional Child
Focuses on understanding the characteristics, family and social context of the exceptional child, emphasis on educational settings. Practice approaches for working with exceptional children and their families will be discussed. Will include and overview of legislation and policies pertaining to exceptional children. Emphasis on assessing children, working with children and their families to maximize social and educational potential and providing support to individual children in a school setting. Prerequisite: S15-5038. Credit 3 units.

S30 SWDP 7821 International Child Welfare
This course aims to provide students with knowledge and skills about child well-being, child development and child care from an international perspective. The historical context of child and family services in Europe, North America, Australia, New Zealand and low- and middle-income countries in Asia, Africa and Latin America will be covered. Students will gain knowledge about the UN Convention of Child Rights and its role in bringing child-centered approaches and policies to the forefront in international child welfare. The importance of international perspectives of child development from both a system-centered and life-span perspective will be highlighted. International approaches related to child safety and security, and child protection will be analyzed. Ways in which poverty, war, disasters and globalization affect the lives of children will also be considered. How international policies, laws and programs facilitate or hinder children achieving optimal development will be discussed. Furthermore, the role of state, international non-government organizations and local agencies will be examined. Prerequisites: S15-5038 and S15-5040. Credit 3 units.

S30 SWDP 9125 Social Work Practice and Services in Health Care
Builds on the use of individual, group, and family approaches to social work practice in health care settings. Emphasis is on the context of practice, cross-cultural health practice and ethical/legal issues. Prerequisite: S15-5038 & S30-5453. Credit 3 units.

S30 SWDP 9453 Substance Use Disorders
Focuses on factors that contribute to the abuse of drugs and alcohol. Emphasizes issues and perspectives relating to epidemiology, prevention and treatment. Prerequisites: S15-5038. Pre/Corequisite: S20-4011. Credit 3 units.

S30 SWDP 9455 Direct Social Work Practice with Older Adults
Teaches assessment and intervention practice skills commonly used with older adults in the areas of physical and mental health, social support and participation, and environmental assessments for home environments. Includes critical evaluation of assessment tools and intervention strategies in relation to their ability to adequately and appropriately address the concerns, needs, and preferences of diverse populations. Prerequisite: S15-5038. Credit 3 units.

S31 SWDP (Direct Practice)

S31 SWDP 4010 Social Work Practice in Early Childhood
Provides a solid grounding in early childhood development including normative milestones, key risk factors, and major disorders; screening measures and means of assessing need for specialized care; evidence-based approaches to working with caregivers of very young children; and major policy initiatives and service systems impacting services for this age period. Special attention is paid to diversity in family life. Emphasis is placed on working with young children and families from lower socioeconomic backgrounds. Prerequisite: S15-5038. Required Corequisite: Practicum with children or youth. Credit 3 units.

S31 SWDP 4100 Social Work Practice with Refugees and Immigrants
Familiarizes students with the basic knowledge and skills for social work practice with refugees and immigrants. An historical view of international refugee policy and immigration is presented as context for present-day issues. Recent policies impacting immigrants presented as basis for advocacy and social and economic justice. Systems thinking, with an emphasis
on application to multicultural oppressed and disadvantaged populations, is discussed. Special emphasis given to the development of ethnographic assessment and intervention skills for practitioners relevant to empowerment, capacity building and social change with refugees and immigrants. Prerequisite: S15-5038. Credit 3 units.

S31 SWDP 4111 Parent-Child Interaction Therapy (PCIT)
PCIT is an evidence-based behavioral parent training intervention which uses a two-staged approach — child-directed intervention (CDI) and parent-directed intervention (PDI) — to intervene with parents and children together. This course, which includes a lab component, will train students in PCIT, including developing skills needed to gain mastery of both CDI and PDI. Assessment, coaching, and understanding and interpreting measures consistent with this approach will also be taught. This course may be used for elective credit in the MSW Program. Prerequisite: S15-5038. Credit 3 units.

S31 SWDP 5122 Intervention Approaches with Women
Focuses on nonsexist ways to counsel women. Explores power and politics in the therapeutic relationship. Examines treatment modalities and skills for working with women. Prerequisite: S15-5038. Credit 3 units.

S31 SWDP 5147 Core Concepts in Trauma Treatment for Children and Adolescents
This course will introduce students to the common concepts, components (intervention and treatment elements) and skills underlying evidence-based treatment for traumatized children and adolescents. Trauma is broadly defined and includes natural disasters, war, abuse and neglect, medical trauma and witnessing interpersonal crime (e.g. domestic violence). The course will highlight the role of development, culture and empirical evidence in trauma-specific interventions with children, adolescents and their families. It will address the level of functioning of primary care giving environments and assess the capacity of the community to facilitate restorative processes. The course focuses on assessment and intervention; not treatment. Prerequisites: S15-5015 and S15-5038. Credit 3 units.

S31 SWDP 5152 Sex, Society, and Social Work: Issues and Interventions
Researchers and theorists identify sexuality as a significant problem and important human potential across the life course but note it remains an infrequent area of intervention for social workers. While this course studies rape, sexual assault and coercion, incest, double standards, sexism, heteronormativity, trans- and homophobia as tools of oppression, it also examines sexual pleasure as a source of empowerment. Drawing on strengths-based developmental theories, models of health belief, literary hermeneutics, and principles of experiential and transformative learning, this course focuses on developing skills in designing and implementing positive sexuality interventions at the micro, mezzo, and macro levels. The course introduces principles and best practices in sexuality counseling, education and therapy, while theoretical, empirical, and literary knowledge about sexuality provide a transdisciplinary problem-solving perspective. Interventions aim to counter sexual oppression by shifting community perspectives toward greater sex/gender inclusiveness. Credit 3 units.

S31 SWDP 5153 Sexual Health Across the Life Course
Using a biopsychosocial perspective, this course will trace sexual development across the life course, examining sexual issues typical in childhood through the ninth decade. Looking at the ways sexuality is used oppressively will be balanced with views of sexuality as a source of empowerment. While rape, sexual assault and coercion, gender stereotyping, homophobia, and transphobia will be addressed, so will sexual sources of pleasure and agency. Students will familiarize themselves with tailoring sexual-history taking and interventions to fit clients’ identities, strengths and vulnerabilities. A spectrum of sexualities will be studied, including straight, bi, intersexed, asexual, queer, gay, lesbian, transgendered and fluid. The course also considers how disability, race, class, ethnicity and other statuses intersect with sexualities. Theoretical articles, films, short stories, newspaper articles, and explicit material serve as catalysts for learning and classroom discussion. Tools and techniques studied include narrative therapies, motivational interviewing, asset and needs mapping, the sexual genogram, the sexual ecosystem questionnaire, solution-focused therapy, coaching, photovoice, intravention work, and critical incident analysis. Students examine how developing skills, knowledge and attitudes needed to discuss and work with sexuality are critical to personal freedom, human rights, social work ethics, and social work practice. This course is designed for the social work professional either preparing for a specialization in sexuality education and/or therapy or wanting to address sexual health issues in other social work specialties. Credit 3 units.

S31 SWDP 5154 Designing and Implementing Sexual Health Education: Service Learning
In this course, students will design and implement holistic, gender-neutral/gender-inclusive sex education sessions for individuals who wish to become sexuality peer educators for their organizations. The class is designed to improve sexual self-efficacy, as well as to develop expertise in teaching sexuality education. It will provide participants with opportunities for engaging in intergroup dialogue, expanding knowledge of sexuality, developing skills in creating learning experiences, clarifying values and attitudes toward sexuality and gender, and enhancing shared social support around positive sexuality. Students will adapt evidenced-based sexuality education programs to the populations with which they will be working. The first few weeks of the semester, students will concentrate on developing skills, knowledge, and attitudes needed to teach sexuality education and peer counseling. While continuing their own study in sexuality education, during the following weeks, students will facilitate small groups of participants wishing to become sexuality educators themselves. The course involves three hours of class time and up to two hours of practice teaching time each week. Students and their participants will read articles, journal, and participate in brief homework exercises weekly. Students may also enroll for supervision hours for AASECT certification as sexuality educators. Credit 3 units.
S31 SWDP 5155 Designing and Implementing Sexual Health Education, Sexual Pleasure, Power & Promotion
In this course, students will design and implement holistic, gender-neutral/gender-inclusive sex education sessions for undergrad students who wish to deepen their knowledge of sexuality. The class is designed to improve sexual self-efficacy as well as to develop expertise in teaching sexuality education. It will provide participants with opportunities for engaging in intergroup dialogue, expanding their knowledge of sexuality, developing their skills in the creation of learning experiences, clarifying values and attitudes toward sexuality and gender, and enhancing shared social support around positive sexuality. Students will adapt evidenced-based sexuality education programs to the populations with which they will be working. For the first few weeks of the semester, students will concentrate on developing the skills, knowledge, and attitudes needed to teach sexuality education and peer counseling. While continuing their own study of sexuality education, during the following weeks, students will facilitate small groups of undergraduate students. The course involves three hours of class time and up to two hours of practice teaching time each week. Students and their participants will read articles, journal, and participate in brief homework exercises weekly. Students may also enroll for supervision hours for AASECT certification as sexuality educators. Credit 3 units.

S31 SWPD 5157 Sex Trafficking
Focuses on knowledge and skills for social work practice with sex-trafficked individuals. The course examines the extent and nature of sex trafficking including prevalence, risk factors, experiences of survivors, methods of traffickers, responses to sex-trafficking victimization, and implications for practice. The aim of this course is to provide students with a holistic understanding of sex trafficking to guide practice with sex-trafficked individuals. Prerequisite: S15-5038. Credit 3 units.

S31 SWDP 5243 Social Work Practice with Gay, Lesbian, Bisexual and Transgender Populations
Focuses on developing the knowledge and practice skills necessary for effective, evidence-based practice with gay, lesbian, bisexual and transgender (g/l/b/t) persons and their families. Covers five major domains of practice with g/l/b/t persons: (a) theoretical and empirical knowledge to understand g/l/b/t persons across the life span; (b) the unique psychosocial concerns and issues of g/l/b/t clients and their families of choice/orientation. Particular attention paid to issues of race/ethnicity, culture, age, disability, religion and class as they impact sexual minority populations; (c) identification and implementation of capacity-building interventions with g/l/b/t persons; (d) social work values, ethics and social justice concerns surrounding g/l/b/t population; and (e) intervention strategies for building inclusive agencies, organizations and institutions. Students actively examine their own values and attitudes and their professional use of self in their practice with g/l/b/t populations. Prerequisite: S15-5038. Credit 3 units.

S40 SWSP 5601 MSP Short Course I
For MSP students only. This course will reinforce and strengthen student’s policy skills while introducing specific social welfare policy issues with significance to social work, public health, and the people and communities typically served by these professions. Credit 2 units.

S40 SWSP 5620 Advanced Policy Analysis: Policy Impact Assessment
Impact Assessment is an emerging policy evaluation practice that aims to inform policy decisions in many sectors. This course will expose students to the rationale, practice and potential of Impact Assessment with a focus on Health Impact Assessment (HIA) and its direct applications to policy making. HIA encompasses diverse methods, tools, and processes by which the potential health impacts of policies, plans, programs, and projects and policies may be evaluated. Prerequisite S40-5842. MSP students will have priority enrollment for this course. Credit 3 units.

S40 SWSP 5742 Health Administration and Policy
This course provides an overview of the structure and functions of the U.S. health care system, the relationship between the health care delivery system and public health, and an overview of the health care policy process in the United States. The existing and evolving financing, organizational structures, and delivery systems are described along with alternatives that have been discussed and developed domestically and internationally. The course also introduces key concepts in health care management. Finally, the course provides students with the tools necessary to evaluate and analyze health policy and health care systems in the U.S. MSW Prerequisite: S15-5040. Same as SS-55004. Credit 3 units.

S40 SWSP 5749 American Indian Social Welfare Policies and Administrative Practices
Studies United States policies on American Indian education, health, and mental health from early treaty provisions to the present. Discusses the impact of policy on service delivery and implications for the future. Pr- or corequisite: S15-5040. Credit 3 units.

S40 SWSP 5771 Policy & Services for Children & Youth
Explores social policies and practice affecting the development and delivery of social services to children and youth. Explores limitations in current programs and points to the development of alternative policies and services. Prerequisite: S15-5040. Credit 3 units.

S40 SWSP 5780 Social Policy & Aging
Examines social policies related to the aged as a dialogue between the public and private sectors. Explores the major policy
areas of income security, health, employment, social services, taxes, housing, the environment; and the social and economic aspects of public and private retirement policies. Considers the place of social work in the public and private worlds of the aging. Prerequisite: S15-5040. Credit 3 units.

S40 SWSP 5784 Regulating Sex: Social Work Perspectives
This course examines how social forces combine with sexuality in contact zones across history to produce, suppress, and shape sexual norms, values, conduct, and institutions. It examines how forces of change — including discourses of religion, law, sexuality, gender, race, and politics — have shaped cultural and social norms and practices. Special attention is paid to how social work has targeted, policed, and supported the sexual lives of individuals, groups, and communities at particular moments in history. This explicitly interdisciplinary course uses materials from law, social work, history, government, literature, sexuality, and popular culture and analyzes these materials using feminist, critical race, queer, masculinity, and trans theories; social constructionism; intersectional, ecological, and strengths perspectives; and symbolic interactionism to gain new views of how the personal and the political interact and vie for hegemony. Students practice critiquing and formulating sexual health and social work policy and creating strategies for advocating for improved sexual health care. Credit 3 units.

S40 SWSP 5809 Women's Issues in Social Welfare & Social Work
Examines a variety of women's issues in the social services arena and the social work profession. Focuses on women in American society, women as a special social service population group, and women as social work professionals. Prerequisite: S15-5040. Credit 3 units.

S40 SWSP 5830 Policy Design Lab
It has been said that social policy design is an art of the possible. This course aims to equip students with a toolkit of policy design tools used by policymakers to respond to the very real problems and opportunities existing within society. Part one of the course will focus on uncovering policy problems and opportunities, as well as considering the role that globalization, politics and public opinion play in crafting a policy response. Part two will focus on understanding, selecting and implementing policy design tools. Part three will offer students an opportunity to employ their policy design toolkit during interactive lab sessions. This will be a hands-on course with direct application for policy advocacy, development and implementation. Prerequisite: S15-5040 or consent of the instructor. Credit 3 units.

S40 SWSP 5842 Social Policy Analysis & Evaluation
Evaluates the effectiveness of various state and federal policies regarding health, mental health, child welfare, aging, and income maintenance. Prerequisites: S15-5005 & S15-5040. Credit 3 units.

S40 SWSP 5861 Domestic Social & Economic Development
Focuses on selected topics in development policy in the United States at local, state, and national levels, emphasizing implications of alternative policy approaches. Prerequisites: S15-5012 & S15-5040. Credit 3 units.

S40 SWSP 5862 International Social and Economic Development Policy
Focuses on selected topics in international development policy emphasizing implications of alternative policy approaches. Prerequisites: S15-5012 & S15-5040. Pre/corequisite: S15-5012. Credit 3 units.

S40 SWSP 5863 Special Topics: Human Rights Policy
In this course, we will explore the history, key theoretical debates, policy implications, and advocacy strategies related to the human rights movement. The class will approach human rights issues and situations from the perspective of a social worker. We will examine the different formal and informal institutions that work to promote, as well as hinder, the realization of human rights using case studies. Finally, the class will explore the effectiveness of different advocacy tools to address human rights violations in various contexts. Prerequisite: S15-5040. Credit 3 units.

S48 SWSP (Social Policy)

S48 SWSP 5012 Mental Health Policy
Acquaints students with current state and national laws and regulations that affect mental health service delivery. Future trends in mental health policy are also examined. Prerequisite: S15-5040. Credit 3 units.

S50 SWSA (Social Administration)

S50 SWSA 5011 Economics of Social Welfare
Examines the economic aspects of social welfare policy, problems and programs. Micro- and macroeconomic theories are applied to understanding the behavior of individuals and the government in the context of social welfare. Prerequisites: S15-5012 & S15-5040. Previously S20-5011. Credit 3 units.

S50 SWSA 5019 Managing People
Examines methods and procedures critical to the design and operation of a modern personnel management system. Includes job analysis; job descriptions; employee recruitment, selection, and performance appraisal; assessment of employee attitudes,
job satisfaction and motivation; and organizational climate. This course fulfills 3 credits in Leadership/Management. Prerequisite: S15-5038. Credit 3 units.

S50 SWSA 5030 Budgeting and Fiscal Management
Examines planning agency expenditures, keeping track of money, and financial reporting. Major topics include: the budgeting process, accounting methods and procedures, financial reporting procedures, audits, and financial evaluation. Values and ethics in financial management are emphasized. The course begins at an introductory level; no previous background in budgeting, accounting, reporting, or any aspect of financial management is assumed. This course fulfills 3 credits in Leadership/Management. Prerequisite: S15-5038. Credit 3 units.

S50 SWSA 5033 Special Topics: Brown Consulting
This is an integrative experience for qualified MSW Management Specialization students and others with permission of the instructor. Working as a consulting team with group and individual assignments, students perform a broad and detailed leadership, management and organizational assessment of a local St. Louis human service organization; and present recommendations for change or improvement to the client's governing board. This course fulfills 3 credits in Leadership/Management. Prerequisite: approval by the instructor. Credit 3 units.

S50 SWSA 5050 Evaluation of Programs and Services
Examines issues and methods for evaluation of programs and services in both organizational and community contexts. Strengths and weaknesses of various evaluative models are discussed. Prerequisites: S15-5005 & S15-5040. Corequisite: Concentration Practicum. Corequisite with S50-5069 Developing Programs in Health and Social Services is not recommended due to extensive applied learning assignments in each course. Approval for concurrent enrollment must be sought from the instructors of both courses prior to enrollment. Credit 3 units.

S50 SWSA 5052 Leadership & Governance
Examines theories, processes, practices and attributes of organizational leadership (both position-based and informal) as well as governance and the role of the board in the nonprofit organization. Students will examine their own personal leadership style and strengthen their ability to lead. This course fulfills 3 credits in Leadership/Management. Prerequisite: S15-5038. Credit 3 units.

S50 SWSA 5060 Social Entrepreneurship
Social entrepreneurship refers to the practice of combining innovation, resourcefulness and opportunity to address critical social and environmental challenges. Social entrepreneurs focus on transforming systems and practices to enable human potential and to create sustainable systems change. We will learn how social entrepreneurs have responded to social challenges through creating companies. What are the strengths and weaknesses of this approach compared to “traditional” nonprofit management, activism, and social justice movements? Students will learn the basics of entrepreneurship, and work with selected student and community entrepreneurs on developing a business impact plan. Students who are interested in developing an existing minimum viable product (i.e., prototype of a viable idea) or project in the class should contact the instructor in advance. However, if you are wanting to develop an idea and test if it is viable, you should consider the Social Innovation class (S50 SWSA 5063). The Social Entrepreneurship class is directed toward students who a) have a project that is past the idea stage (i.e., you have a Minimally Viable Product) or b) students who may not have their own idea/project but wish to work on a business impact plan in a team. The deliverable for this class is a business impact plan, the standard reporting document for Ashoka fellows. This course fulfills 3 credits in Leadership/Management. Prerequisite for SW students: S15-5038. Same as B63 MGT 500T, B63 MGT 500U. Credit 3 units. EN: S

S50 SWSA 5061 Business Planning for New Enterprises — The Hatchery
In this course, student teams pursue their own business idea or support outside entrepreneurs by researching, writing, and pitching business plans for new commercial or social ventures. Enrolled students can recruit a team to work on their own business idea, or can join a team working on another’s idea. Outside entrepreneurs and scientific researchers wishing to recruit student teams must apply in advance to be considered for student selection. Most of the work is done outside the classroom with the support of mentors, advisers and the instructor. Classes are held once per week for the first half of the semester. Workshops and rehearsals are required in the second part of the term. Students may make final presentations to a panel of outside judges including venture capitalists, angel investors, entrepreneurs and people involved with early-stage ventures. Prerequisites: Introduction to Entrepreneurship (MGT 421 or MGT 521), Social Entrepreneurship (MGT 500T or S-50-5060) or permission of the instructor. Same as B63 MGT 524 Credit 3 units.

S50 SWSA 5063 Social Innovation
Humans are highly social and also highly creative. The progress of civilization rests on massive social innovations in living together peacefully, organizing work of all kinds, establishing rules of conduct, building knowledge, creating art and shared stories, distributing resources, governing fairly and effectively, and promoting health and well-being. In the absence of these social foundations, which are so often taken for granted, human technological and economic advancement would not be possible. Social innovation refers to establishing new patterns of social relationships, organization, services, products, programs and policies. The process of social innovation is constant and occurs at multiple levels. Social innovation changes basic patterns and routines, and changes resource and authority flows. Successful social innovation has broad impacts and durability, leading to meaningful and sustained change. This course focuses on the history of social innovation, the meaning of social innovation in our time, and practical strategies to build skills for social innovation. Detailed case examples of social innovation in different spheres and sectors will be presented, including the instructors’ experiences in social innovation. The class will function as a large team and in sub-teams. Students will identify a social change goal, apply course ideas, co-create an innovative strategy, and design processes that can lead to implementation, testing, and eventual success. High levels of commitment, engagement, teamwork and performance are expected. Prerequisite: S15-5038.
to creating a strategy of implementation practice. The course range from helping community partners understand a problem policies, and practices in an applied setting. This course will students interested in mental health services to integrate theory, practice development. As a class project, students will gain hands on experience in conducting an original HIA as they work with international partners to critically evaluate a specific policy, project, or plan, identifying health benefits and consequences, potential approaches to quantify or qualify how the project may change health determinants, and recommendations for alternatives or improvements. Same as S55 MPH 5380 Credit 3 units.

S50 SWSA 5064 Refugee Empowerment, Physical Activity and Urban Development In Berlin, Germany
Brown School students, in conjunction with the social workers based in Germany and various agency professionals, will gain an understanding of the challenges arising from the recent refugee influx into Germany, particularly from the perspective of schools and housing agencies. Students will work together with Professor Heather Cameron's non-profit, Camp Group, which work focuses on using physical activity and community events to improve integrating young refugees and their parents into their schools and community. Camp Group also works with the city of Berlin's Department of Urban Development, so students can use the seminar to reflect on the role of the city's social and institutional infrastructures that assist in controlling and accelerating the inclusion of people coming from different cultures. The institute's format will be comprised of 12 days, where each day will be divided into guest speakers/visits and student workshops highlighting teamwork and reflections on what they are learning. Considering that Berlin is a great hub for social entrepreneurship and innovation, participants will also be able to reflect on various ways of making change in the community, and see first-hand what some of the challenges are for public health workers and social workers. Many times, projects need to be quickly built, tested, and implemented, as in the case of the pressing refugee influx. Lastly, participants will have the opportunity to meet other students working in social work and public health in Germany, and to have the chance to benefit from the brilliant cultural life of one of the world's greatest cities. Prerequisites: Open to all concentrations and levels. Credit 3 units.

S50 SWSA 5066 Marketing, Resource Development & Community Relations
Examines how organizations develop and maintain support from the community. Three interrelated topics are addressed: marketing services, financial and other services, and community (public) relations. This course fulfills 3 credits in Leadership/Management. Prerequisite: S15-5038.
Credit 3 units.

S50 SWSA 5069 Developing Programs In Health and Social Service Settings
Permission of instructor is required. This course will focus on the knowledge, skills, and tools necessary to develop client-need driven programs within a broad array of health and social service agency settings. It also includes applied learning experiences. Prerequisites: S15 5015 and S15 5038. Corequisite: Concentration Practicum. Corequisite with S50 5050 is not recommended due to extensive applied learning assignments in each course. Approval for concurrent enrollment must be sought from instructors of both courses prior to enrollment. Credit 3 units.

S50 SWSA 5072 Special Topics in Mental & Behavioral Healthcare
The purpose of this course is to provide an opportunity for students interested in mental health services to integrate theory, policies, and practices in an applied setting. This course will range from helping community partners understand a problem to creating a strategy of implementation practice. The course utilizes a community-engaged applied learning model and allows for the students to ground their learning of the Brown School’s FLAIR process. Additionally, concepts from implementation practice will be highlighted throughout this course. Prerequisite: S15-5039 & permission of instructor. Credit 3 units.

S50 SWSA 5380 Health Impact Assessment in Australia
Health Impact Assessment is an emerging policy evaluation practice that aims to inform policy decisions in many sectors in order to promote the conditions required for optimal health. The goal of this course is to expose students to the rationale, practice and potential of Health Impact Assessment (HIA) with a focus on its application to policy making in Australia over winter break. HIA encompasses diverse methods, tools, and processes by which the potential health impacts of policies, plans, programs, and projects and policies may be evaluated. In this course, students consider the reasons for doing HIA, review a range of HIA case studies and analytic methods, and consider the potential of HIA as well as the needs and challenges for practice development. As a class project, students will gain hands on experience in conducting an original HIA as they work with international partners to critically evaluate a specific policy, project, or plan, identifying health benefits and consequences, potential approaches to quantify or qualify how the project may change health determinants, and recommendations for alternatives or improvements. Same as S55 MPH 5380 Credit 3 units.

S55 MPH (Public Health)

S55 MPH 4003 Global Burden of Disease: Methods and Applications
This 3-credit transdisciplinary course provides an overview of quantitative and qualitative methods used in the field of global health, as well as their applications for studying the global burden of diseases. Topics covered include infectious diseases, noncommunicable chronic medical illness and behavioral disorders. At the end of this course, students will have learned basic methods used in global health research and major trends in the global burden of diseases. Students will be able to apply the knowledge of measurements to forecast the future of the global burden of specific diseases and to develop needed policy recommendations. Students will also be able to address prevention and intervention strategies targeted to specific nations or regions, while drawing on perspectives and approaches from a range of disciplines. Students will learn sociocultural and economic factors that affect global and regional distributions of major disease categories and how they are linked to issues of global trade and political economy. The transdisciplinary knowledge and hands-on skills learned from this course will assist students with an interest in international research, and the acquisition of practical skills will benefit their pursuit of health professions. This includes cultural competency training as it applies to medicine and public health. This course is open to postgraduate scholars and fellows and graduate and advanced undergraduate students. Same as M19 PHS 5656
Credit 3 units. A&S IQ: SSC EN: S

S55 MPH 5000 Research Methods
Focuses on evaluation at a variety of levels (individual, group, organization, community). Includes problem assessment, specification and monitoring of interventions, validation of measurement methods, and analysis and presentation of data. MPH Program corequisite: S55-5003: Biostatistics. Credit 3 units.

S55 MPH 5001 Health Behavior and Health Promotion
The purpose of this course is to present fundamentals of social and behavioral science as a framework for using evidence-based approaches in addressing individual, families, and population health issues. Students will learn the role of social determinants of health problems, and theoretical approaches to guide the design and evaluation of health interventions. Prerequisites: S15-5011 & S15-5038. Same as S20 SWHS 3022 Credit 3 units.

S55 MPH 5002 Epidemiology
The purpose of this course is to present fundamentals of epidemiology as a framework for using evidence-based approaches in addressing population health issues. Students will learn the role of epidemiological approaches for describing and quantifying health problems, and methodological approaches for assessing risk factors and disease etiology. Credit 3 units.

S55 MPH 5003 Biostatistics
This course provides an introduction to quantitative data analysis as it is applied in public health. Biostatistics is one of the core disciplines of public health; but it also provides a set of analytic tools which are used across all the other core and associated public health disciplines. This course will teach students how to think about data clearly; how to describe important characteristics of public health data; how to design, implement, and interpret basic statistical analyses which are appropriate for the research question and the characteristics of the data; and how to communicate analysis results effectively. Credit 3 units.

S55 MPH 5004 Health Administration and Policy
This course provides an overview of the structure and functions of the U.S. health care system, the relationship between the health care delivery system and public health, and an overview of the health care policy process in the United States. The existing and evolving financing, organizational structures, and delivery systems are described along with alternatives that have been discussed and developed both domestically and internationally. The course also introduces key concepts in health care management. Finally, the course provides students with the tools necessary to evaluate and analyze health policy and health care systems in the United States. MSW Prerequisite: S15 5040. Same as S40 SWSP 5742 Credit 3 units.

S55 MPH 5005 Environmental Health
This course presents a broad survey of the major environmental health issues facing contemporary society in first and third world countries. The course provides an overview of the interaction of the physical, psychological, and social environments of individuals in which they work and live. The course presents ecological concerns along with factors related to personal and community health. Credit 3 units. EN: S

S55 MPH 5010 Cross-Cutting Themes in Public Health
The purpose of this course is to introduce public health students to the crucial and timely cross-cutting themes in public health. The course will cover a range of topics, including: the role of transdisciplinary science and collaboration in the development, implementation and translation of science to the population at large; evidence-based approaches to decision making in contemporary public health practice; methods for dissemination and implementation of public health to policy and practice; the importance of health disparities to the study of public health, and the role of ethics in the profession of public health. Credit 1 unit.

S55 MPH 5011 Epidemiology Methods
This course extends the concepts and methods of epidemiology from S55-5002, providing an in-depth exploration of concepts and skills in epidemiologic research, including analytic reasoning and study design, execution, data analysis and interpretation. Prerequisites: S55-5002 and S55-5003 or equivalent. Credit 3 units.

S55 MPH 5041 Skill Lab: Grantwriting: Foundation Grants
This course will provide the knowledge and specific skills to prepare a foundation grant proposal. It will examine how grantmakers operate, trends in foundation giving, the different types of foundations, how to research their interests and priorities, basic writing skills, how to build a working relationship with a foundation, elements of a strong grant proposal and customizing a grant proposal to various types of foundations. This course fulfills 1 credit in Leadership/Management. Same as S81 SWIP 5041 Credit 1 unit.

S55 MPH 5042 Skill Lab: Grantwriting: Government Grants
This course will provide the knowledge and specific skills to research and prepare a grant proposal to a local, state or federal government funder. It will examine the different types of government funders, how to research their interests and priorities, basic writing skills, how to build a working relationship with funder staff, elements of a strong grant proposal and customizing a grant proposal to various types of government funders. This course fulfills 1 credit in Leadership/Management. Same as S81 SWIP 5042 Credit 1 unit.

S55 MPH 5060 Social Entrepreneurship
Social entrepreneurship refers to the practice of combining innovation, resourcefulness, and opportunity to address critical social and environmental challenges. Social entrepreneurs focus on transforming systems and practices to enable human potential and to create sustainable systems change. We will learn how social entrepreneurs have responded to social challenges through creating companies. What are the strengths and weaknesses of this approach as compared to “traditional” nonprofit management, activism, and social justice movements? Students will learn the basics of entrepreneurship and work with selected student and community entrepreneurs on developing a
SS5 MPH 5063 Social Innovation
Humans are highly social and also highly creative. The progress of civilization rests on massive social innovations in the areas of living together peacefully, organizing work of all kinds, establishing rules of conduct, building knowledge, creating art and shared stories, distributing resources, governing fairly and effectively, and promoting health and well-being. In the absence of these social foundations, which are so often taken for granted, human technological and economic advancement would not be possible. Social innovation refers to establishing new patterns of social relationships, organization, services, products, programs, and policies. The process of social innovation is constant, and it occurs at many levels. Social innovation changes basic patterns and routines as well as resource and authority flows. Successful social innovation has broad impacts and durability, leading to meaningful and sustained change. This course focuses on the history of social innovation, the meaning of social innovation in our time, and practical strategies to build skills for social innovation. Detailed case examples of social innovation in different spheres and sectors will be presented, including the instructors’ experiences in social innovation. The students will function as a large team and also in smaller sub-teams. Students will identify a social change goal, apply course ideas, co-create an innovative strategy, and design processes that can lead to implementation, testing, and eventual success. High levels of commitment, engagement, teamwork, and performance are expected. Prerequisite: S15 5038. Same as S63 MGT 500T and B63 MGT 500U. Credit 3 units. EN: S

SS5 MPH 5062 Foundations of Geographic Information Systems (GIS) for the Applied Social Sciences
This course will familiarize students with the basic knowledge of geographic information systems (GIS) and their application to social work practice and research. The course is organized around three primary areas: 1) conceptual; 2) technical; and 3) data management. A conceptual overview of GIS is presented to provide students with foundational knowledge about the theory, purpose, function, and applicability of GIS in practice and research settings. Students will develop critical thinking skills necessary to devise research questions appropriate for a GIS, to develop a GIS, interpret the findings, and to evaluate the spatial relationships between variables. Same as S65 SWCD 5082 Credit 3 units.

SS5 MPH 5102 Global Health
This course provides an overview of issues in international health, with a particular emphasis on those affecting health in low-income countries. It will cover the infectious diseases of malaria, tuberculosis, HIV/AIDS, acute respiratory infections, diarrheal diseases, and neglected tropical diseases (e.g., helminth infection). Chronic diseases and risk factors will also be addressed. An overview of the biology, epidemiology, and intervention evidence base will be covered, drawing from the Disease Control Priorities Project. Credit 3 units.

SS5 MPH 5107 Policy, Politics, and Power in Global Health
The course will introduce students to the role of power and politics in global health and provide them with analytical tools to critically examine this field. It will review key debates, issues, concepts, theories and case studies linked to current major health and development issues, highlighting their relationship to health. It is based on a multidisciplinary approach to analysis of these issues. Credit 3 units.

SS5 MPH 5117 Translating Epidemiology into Policy
Policy has a well-documented, powerful and sustained effect on public health indicators. This course covers the epidemiologic basis for health policy, types of policy evidence, policy theories, study designs for understanding the effects of policy, methods of policy communication, and current controversies. Course content will be covered through readings, individual and group exercises, case studies, lectures and discussions. Prerequisite: S55-5002 Foundations of Public Health: Epidemiology. Credit 3 units.

SS5 MPH 5120 Health Economics
In this course, students will learn how to apply economic tools to the study of health and medical care issues. The course will examine the special features of medical care markets, the demand for health and medical care services, the economic explanations for the behavior of medical care providers (i.e., physicians and hospitals), the functioning of insurance markets, cost and comparative effectiveness, the economics of public health, and technology diffusion. Also examined will be the role of, and economic justification for, government involvement in the medical care system. The tools developed in the course will be used in discussions of current policy topics such as health reform, insurance reform, incentives for health behavior, rationing, and price regulation. Credit 3 units.

SS5 MPH 5121 Quantitative Methods for Health Policy Analysis
This course will introduce students to additional methods and topics in economic evaluation of health (health care and public health) and health services research (HSR). Students will learn the differences, strengths, and weaknesses of different approaches at a “user” level. Students will produce a project in which they focus on either the economic evaluation or HSR side to evaluate public health policies or problems. Prerequisite: Health Economics (S55-5120) or permission of instructor. Credit 3 units.
S55 MPH 5122 Health, Politics, and Policy
Health, Politics, and Policy: This course focuses on how public policies are actually made in the United States, and in particular, health policies. The course is designed to introduce students to the literature, concepts, theories, and politics of the policy process and methods for analyzing this process. The emphasis in the readings will be on different concepts for studying the policy process and analyses. This course will focus on concepts related to policy processes including policymaking and politics. Credit 3 units.

S55 MPH 5132 Global Mental Health
This course aims to provide participants with an in-depth understanding of the current debates that are shaping Global Mental Health (GMH) in Low and Middle Income Countries (LMICs). It examines the history of GMH, its key principles, policies and practices alongside the challenges inherent to their implementation in some of the most challenging contexts. Using practical examples of GMH interventions in the area of stigma, depression, trauma and the mental health of marginalized populations, students will be encouraged to critically engage with concepts relevant to, social work, public health, sociology and anthropology so as to reflect on the design, applicability and relevance of such interventions. Furthermore, the course will examine several key issues inherent to the field, such as the cultural validity of modern psychiatric diagnosis, as well as its research methods and assessment techniques. Guest speakers will include individuals working on the forefront of GMH application. The course is designed to compel future social workers to “think globally” but “act locally” when debating and addressing mental health issues in an international context. Same as S30 SWDP 6215 Credit 3 units.

S55 MPH 5137 Protection of Women and Children in Humanitarian Response
It is currently estimated that one out of every 113 people is seeking asylum, whether internally displaced or as a refugee. This is a level of global risk for which there is no known precedent. Conflict, climate change, drought, and other natural disasters have resulted in the highest levels of displacement ever recorded (more than 65.3 million people). Conflict and natural disasters destroy communities; wreak havoc on food, sanitation, security and supply chains; and propel survivors into fragile refugee camps and crowded urban areas. Increasingly, humanitarian responders are also asked to promote the development of health systems in fragile states and post-conflict scenarios. There is a critical need for technically competent public health professionals who understand the global dynamics of acute and complex emergencies, including the continuum from prevention and risk reduction to emergency response and the transition to development. This course explores operational ways of addressing protection concerns for women and children in natural disaster and war. It examines protection from the perspectives of both a reduction of physical risk and a promotion of development. Students will develop a practical understanding of effective interventions for preventing and responding to specific protection concerns, including child-family separations; child recruitment and use as armed combatants; sexual violence and abuse; and psychosocial well-being. Students will explore systemic approaches to promoting a “protective environment” for women and children in emergencies and in post-conflict reintegration transitions. Students will review strategies for incorporating critical elements of protection into broader humanitarian response operations; coordinating among humanitarian agencies; creating evidence-based programming; and implementing community participation and advocacy and policy change. Credit 3 units.

S55 MPH 5141 Skill Lab: Performance Management
This course will provide skills in selecting and applying widely used tools and best practices to yield effective and efficient organizational performance and continuous learning and quality improvement. These skills are applicable to diverse functions and settings areas such as intake and case management, clinic operations and volunteer management. This course fulfills 1 credit in Leadership/Management. Same as S81 SWIP 5141 Credit 1 unit.

S55 MPH 5142 Skill Lab: Program and Project Management
This course focuses on key program and project management competencies and principles that are critical to executing successful projects. Students will learn about planning, scheduling, organizing, and controlling projects and will apply these concepts using case studies and small group projects. This course fulfills 1 credit in Leadership/Management. Same as S81 SWIP 5142 Credit 1 unit.

S55 MPH 5143 Skill Lab: Volunteer Management
This course will provide skills in recruiting and retaining volunteers for a wide variety of organizational roles. It will provide training on the basic tasks of the volunteer manager, and volunteer supervision within a cycle of management from job design to evaluation. This course fulfills 1 credit in Leadership/Management. Same as S81 SWIP 5143 Credit 1 unit.

S55 MPH 5144 Skill Lab: Fundraising Design and Management
This course will provide skills in developing and implementing a strategic fundraising program, including setting goals, choosing fundraising techniques, interfacing with staff and volunteers, data management and evaluating results. This course fulfills 1 credit in Leadership/Management. Same as S81 SWIP 5144 Credit 1 unit.

S55 MPH 5145 Skill Lab: Budget Management
This course will provide skills in budgeting, budget management and reporting, using commonly available software. It will include both line item and program budgeting models, and the basics of grant reporting. It will connect budgeting to the overall process of financial management. This course fulfills 1 credit in Leadership/Management. Same as S81 SWIP 5145 Credit 1 unit.

S55 MPH 5146 Skill Lab: Managing and Leading Teams and People
This course will provide the basic skills and best practices in managing people and leading teams. It will focus on task supervision including designing jobs and job descriptions, selecting and orienting job applicants, motivating and supporting
employees, and measuring work performance. It will provide best practices in building effective, empowered, engaged teams. This course fulfills 1 credit in Leadership/Management.

Same as S81 SWIP 5140
Credit 1 unit.

S55 MPH 5147 Skill Lab: Effective Meeting Management and Group Facilitation
For organizations and communities, meetings large and small are a way of life. Making these meetings as productive, effective and efficient as possible increases organizational productivity, improves decision making and enhances community development. This course provides the basic theories and techniques for meeting planning and implementation and facilitation practice. The skills and practice methods are applicable in multiple settings and relevant to management and organizing arenas used in stakeholder input, community organizing, strategic planning, project evaluation, staff retreats and policy development. This course fulfills 1 credit in Leadership/Management.

Same as S81 SWIP 5147
Credit 1 unit.

S55 MPH 5148 Leadership at Brown
Leadership at Brown is part of a schoolwide curricular and cocurricular program to provide knowledge of the leadership process and practical skills for increasing students’ ability to lead both informally and from authority-based positions. It will cover basic concepts related to leadership, power, and influence as well as practical skills such as power analysis, coalition building, and the use of narrative and story to effect change in groups, organizations, and society. This course counts toward required Leadership and Management credits for the MSW and required Skill Labs for the MPH. For second-year students only.

Same as S81 SWIP 5148
Credit 1 unit.

S55 MPH 5153 Sexual Health Across the Life Course
With the use of a biopsychosocial perspective, this course will trace sexual development across the life course, examining sexual issues typical from childhood through the ninth decade. The ways that sexuality is used oppressively will be balanced with views of sexuality as a source of empowerment. Although rape, sexual assault and coercion, gender stereotyping, homophobia, and transphobia will be addressed, so will sexual sources of pleasure and agency. Students will familiarize themselves with the tailoring of sexual history taking and interventions to fit clients' identities, strengths, and vulnerabilities. A spectrum of sexualities will be studied, including straight, bi, intersexed, asexual, queer, gay, lesbian, transgendered, and fluid. The course also considers how disability, race, class, ethnicity, and other statuses intersect with sexualities. Theoretical articles, films, short stories, newspaper articles, and explicit material serve as catalysts for learning and classroom discussion. Tools and techniques studied include narrative therapies, motivational interviewing, asset and needs mapping, the sexual genogram, the sexual ecosystem questionnaire, solution-focused therapy, coaching, photovoice, intervention work, and critical incident analysis. Students examine how developing the skills, knowledge, and attitudes needed to discuss and work with sexuality are critical to personal freedom, human rights, social work ethics, and social work practice. This course is designed for the social work professional either preparing for a specialization in sexuality education and/or therapy or wanting to address sexual health issues in other social work specialties.

Same as S31 SWDP 5153
Credit 3 units.

S55 MPH 5177 Skill Lab: Strategic Planning and Execution
This course will help students gain knowledge and basic skills in strategic planning and execution. The course will include an examination of models of strategic planning; assessing strengths, weaknesses, opportunities and threats; developing a vision, goals, and strategies for mission achievement and then translating them into action plans. dashboards, staff and board responsibilities. This course fulfills 1 credit in Leadership/Management.

Same as S81 SWIP 5177
Credit 1 unit.

S55 MPH 5230 Applied Linear Modeling
This course focuses on statistical modeling and analysis methods relevant to epidemiological and clinical research, as well as applied research in behavioral, social, and health sciences. A general linear models approach is taken to data analysis strategies using linear, logistic, and poisson regression, as well as ANOVA methods for repeated measures. Prerequisite: Biostatistics. Required Corequisite: Students enrolled in Section 01 must also be enrolled in Lab A. Students enrolled in Section 02 must also be enrolled in Lab B.

Credit 3 units.

S55 MPH 5240 Planning, Implementation, & Evaluation Evidence-Based Programs & Interventions
This course focuses on program evaluation, outcomes research, cost-effectiveness research, methods for executing and evaluating health education intervention plans, quantitative and qualitative methods and their application to public health practice. Prerequisite: S55-5000 Research Methods.

Credit 3 units.

S55 MPH 5245 Advanced Data Analysis
Students will be provided with an introduction to theory and analytical techniques commonly employed in the practice of public health through mini-lectures and a hands-on experiential learning approach. Students will work in teams to develop and conduct a project, choosing from real-world public health datasets. Mini-lectures will address theory as well as practical tools and in class exercises will be focused on application of the theories and tools. Homework will be assigned that provides students with further opportunity to gain competency in strategies that can be employed to analyze public health data. The course will also provide students with the opportunity to develop skills in data visualization strategies, conducting reproducible research, presenting projects, and effectively responding to constructive critiques. Prerequisites: S55-5002: Epidemiology ; S55-5003: Biostatistics; S55-5230: Applied Linear Modeling; basic competency in R, or motivation to learn R or by instructor permission. MPH students: Enrollment is by permission of instructor only.

Credit 3 units.

S55 MPH 5305 TPS: Chronic Disease: Obesity Prevention and Public Health Policy
Students will be exposed to a wide range of perspectives from diverse disciplines about the various causes and potential
solutions to key public health issues in the United States. Students will work in groups to integrate these transdisciplinary perspectives into a richer understanding of public health problems and propose new solutions that draw upon the contributions of at least three different disciplines. Credit 3 units.

S55 MPH 5321 TPS: Global Hunger and Undernutrition
This course applies the transdisciplinary problem-solving approach to understanding and addressing the dual problems of hunger and undernutrition globally. Agriculture, health, economics, anthropology, and other fields of discipline will be drawn upon to characterize the problem and develop the solution. Throughout the semester, students will work in one of three groups that focus on research, programming, or policy to move through the TPS process of: defining the problem; developing a conceptual framework; describing the context; identifying intervention strategies and setting priorities; integrating a communications plan; and ultimately implementing and evaluating the solution strategy. Credit 3 units.

S55 MPH 5322 TPS: Interrogating Health, Race & Inequalities
Interrogating Health, Race, and Inequalities is intended for graduate students in the School of Social Work and in Arts & Sciences as well as advanced undergraduates in Arts & Sciences who have previous course work in medical anthropology, public health, or urban policy. The fundamental goal of the course is to demonstrate that health is not merely a medical or biological phenomenon but more importantly the product of social, economic, political, and environmental factors. To meet this goal the course is designed to examine the intersection of race/ethnicity and health from multiple analytic approaches and methodologies. Course readings will draw from the fields of public health, anthropology, history, and policy analysis. Teaching activities include lectures, group projects and presentations, videos, and discussions led by the course instructors. These in-class activities will be supplemented with field trips and field-based projects. By the end of the course it is expected that students will have a strong understanding of race as a historically produced social construct as well as how race interacts with other axes of diversity and social determinants to produce particular health outcomes. Students will gain an understanding of the health disparity literature and a solid understanding of multiple and intersecting causes of these disparities. Same as I50 INTER D 4001 Credit 3 units.

S55 MPH 5323 TPS: Climate Change and Public Health
This course will explore the real and potential impacts a changing climate will have on public health. The course explores methods for understanding and studying these effects as well as the role of public health (as a discipline) in planning for and mitigating potential effects. Topics covered will include, but are not limited to: theoretical underpinnings of climate change, changing patterns in infectious disease and vectors, exposure to temperature extremes, emergency response (e.g., more extreme weather events), public policy, and more. Credit 3 units.

S55 MPH 5325 TPS: Child Maltreatment Prevention
The purpose of this course is for students to develop an understanding of transdisciplinary perspectives and apply systematic problem-solving approaches to the prevention of child maltreatment. Answers to complex questions about child maltreatment requires a transdisciplinary problem-solving approach with public health, social work, and medical practitioners analyzing perspectives from diverse fields, and coming together to integrate knowledge across these disciplines. Credit 3 units.

S55 MPH 5335 TPS: From the Inside Out: Public Health & The Built Environment
The built environment has contributed to and advanced public health and safety since the era of 2200 BCE when Hammurabi, the founder of the Babylonian Empire, proclaimed the "Code of Hammurabi." This code called for construction of "firm houses" that would not collapse on their owners and for the imposition of severe penalties on constructors whose buildings collapsed. The same basis of care and prudent practice is in force today in building design, construction, environmental engineering, and community and urban design in order to protect public health and safety and the natural environment. This Transdisciplinary Problem Solving course will discuss issues in the U.S. and within a global context of housing, healthy communities, sustainable design, environmental quality, and occupational health and safety. Students will prepare a health impact assessment (HIA) for a selected building or community development site. Prerequisite or corequisite for MPH Program students: S55-5005 or permission of instructor. Credit 3 units.

S55 MPH 5351 TPS: Poverty, Law, and the Health of Communities
In today's legal system, many low-income citizens are often fined or jailed simply for being poor. A disproportionate number are also people of color. They are arrested for minor traffic violations, or stopped-and-frisked based on how they are walking, or where they are resting, sitting or sleeping. If they can't pay exorbitant amounts for tickets or citations, they are often jailed, sometimes for weeks at a time. Ultimately, their physical and mental health is negatively impacted, causing them to experience unfavorable health disparities, as compared to high-income individuals. This course will help students understand these disparities from a transdisciplinary perspective, combining legal, public health, medical, and social problem-solving skills and analytic methods. Students who anticipate working with individuals or communities in poverty will benefit from the course's framework that considers the impact of criminalization and mental scarcity on both health behavior and access to care. As part of their course work, students will do one short-term research assignment with a local community agency to determine whether low-income individuals have suffered health impacts as a result of their interactions with law enforcement. Credit 3 units.

S55 MPH 5355 TPS: Popular Culture and Public Health
This course will use popular culture and popular media to: a) examine depictions of public health problems related to the social determinants of health and health behaviors and b) explore the use of popular media tools and techniques to enhance health information delivery and intervention design. Students will learn to be critical consumers of health-related popular media content, use popular media approaches to
communicate across different demographic segments of the population, and take advantage of traditional and emerging media to shape and dissemination public health messages. Credit 3 units.

S55 MPH 5360 TPS: Youth Violence
This course is designed to provide students with an understanding of adolescent violence-related injury. Violence among youth is a major public health problem that touches several disciplines including education, emergency medicine, law enforcement and legal systems, mental health, public health and social work. Topics to be covered include school violence, dating violence, suicide, and community violence. Students will also learn about conceptual and theoretical models describing the etiology of adolescent violence-related injury and gain an understanding of how such frameworks influence the development of prevention programs. The course includes a comprehensive overview of the many issues associated with youth violence both locally and across the United States. The course will cover the epidemiology of major violence-related injuries including disparities and social and cultural determinants, risk and resiliency factors. Course instruction will be supplemented by guest lecturers who will help illustrate various disciplinary and community perspectives on this issue. Students will work in concert with local organizations/research projects seeking to address this problem in the completion of major course assignments. Special attention is paid to how evidence-based programming must be used in concert with feasibility given community, culture and resource factors. Credit 3 units.

S55 MPH 5372 TPS: Gender, Poverty, and Global Health
This course comes in the wake of the new sustainable development agenda to end poverty by 2030, which includes a stand-alone goal on gender equality and the empowerment of women and girls. It explores the interconnections between gender, health, and extreme poverty within low- and middle-income countries. Specifically, students will examine a broad range of data and programmatic evidence related to how gender norms and inequalities influence health and development outcomes in and across various global health sectors, including: maternal and child health; nutrition; family planning; water, sanitation and hygiene; and agriculture. Further, by reviewing government policies, donor mandates and gender-based interventions, students will learn how to identify and explain health-related gender gaps, as well as how to address gender norms and power relations in program/policy planning, implementation, and evaluation. At the end of the course, students will use in-depth case studies to propose programmatic and policy-driven action to overcome current gender-related obstacles and advance global health and development. Credit 3 units.

S55 MPH 5374 TPS: Global Reproductive Health
This course will provide an overview of the critical issues in global reproductive health, covering basic reproductive biology and epidemiological trends related to contraceptive use, fertility, and adverse birth outcomes. Additionally, applying a solutions-based approach, we will use key theoretical frameworks and cases studies from the field to understand the influence of social, behavioral, and environmental factors on adverse reproductive health outcomes. Finally, students will be engaged in topics related to what the field has achieved thus far, including: changes in policies, laws, and development approaches; the use of new technologies; the promotion of constructive male engagement; and overall improvements in outcomes related to family planning, fertility, maternal health, violence, sexually transmitted infections, and HIV/AIDS. Obstacles to progress such as waning political commitment, trends in funding, weakened health systems, and cultural opposition, will also be discussed. Credit 3 units.

S55 MPH 5380 TPS: Health Impact Assessment in Australia
Health Impact Assessment is an emerging policy evaluation practice that aims to inform policy decisions in many sectors in order to promote the conditions required for optimal health. The goal of this course is to expose students to the rationale, practice and potential of Health Impact Assessment (HIA) with a focus on its application to policy making in Australia over winter break. HIA encompasses diverse methods, tools, and processes by which the potential health impacts of policies, plans, programs, and projects and policies may be evaluated. In this course, students consider the reasons for doing HIA, review a range of HIA case studies and analytic methods, and consider the potential of HIA as well as the needs and challenges for practice development. As a class project, students will gain hands on experience in conducting an original HIA as they work with international partners to critically evaluate a specific policy, project, or plan, identifying health benefits and consequences, potential approaches to quantify or qualify how the project may change health determinants, and recommendations for alternatives or improvements. Credit 3 units.

S55 MPH 5381 TPS: Sustainability, Development and Health: Costa Rica
Sustainability Studies is a transdisciplinary field that integrates the economic, social, environmental, and technological problems that humanity must solve if our species is to continue to thrive on this planet. This course will employ lessons from diverse fields including, but not limited to, agriculture, forestry, energy production, environmental economics, domestic and international policy, ecology, resource management, and human health. The course introduces perspectives from the natural and social sciences, arts and humanities, and professional disciplines and explores how their interconnection increases the prospects for creating a more sustainable future. The course will be taught in Costa Rica at Earth University. While Costa Rica will provide many of the case examples used in the class, experts from many disciplines will provide lectures and learning opportunities from cases around the world. Specific topics to be explored include: paradigms and world views; agriculture, forestry, and food systems; principles of ecology, physics and economics; energy and natural resource and conservation; cultural sustainability; environmental politics and justice; ethics and religion; sustainable agriculture; conservation and preservation of ecosystems and species; and the roles of the arts; ecological connections to human health. Credit 3 units.

S55 MPH 5382 TPS: Designing Sustainable Social Policies & Programs: A System Dynamics Approach
This course focuses on designing sustainable policies and programs by using principles and practices of modeling dynamic systems in the sciences, the social sciences, engineering, business, and social work. It covers model structure and its relationships to prior knowledge and assumptions, measurable quantities, and ultimately its use for solving problems.
Application areas include social interventions, policy-making, business, and engineering systems. Prerequisites: S15 5007 and S15 5040.
Same as S65 SWCD 5660
Credit 3 units. EN: TU

S55 MPH 5620 Advanced Policy Analysis: Policy Impact Assessment
Impact Assessment is an emerging policy evaluation practice that aims to inform policy decisions in many sectors. This course will expose students to the rationale, practice and potential of Impact Assessment with a focus on Health Impact Assessment (HIA) and its direct applications to policy making. HIA encompasses diverse methods, tools, and processes by which the potential health impacts of policies, plans, programs, and projects and policies may be evaluated. Prerequisite S40-5842. MSP students will have priority enrollment for this course.
Same as S40 SWSP 5620
Credit 3 units.

S55 MPH 5701 Practicum — MPH Program
This course provides supervised experience in application of public health techniques through work in a public health agency or other health care organization.
Credit variable, maximum 3 units.

S55 MPH 5702 Practicum II for MPH Students
Credit variable, maximum 3 units.

S55 MPH 5801 Independent Study

S55 MPH 5905 Culminating Experience — CACE Prep Course
During the final semester of study in the program, all MPH students are required to complete a Culminating Experience. The Case Analysis Comprehensive Exam (CACE) is a written exam centered on analysis of transdisciplinary public health cases. The Culminating Experience CACE Prep Course is a 1-credit hour course that will assist students in preparing for the exam. This course will review the public health core areas and transdisciplinary problem-solving competencies. In addition, practice exam(s) will be provided in order to support students’ preparation approach and responses. The course is Pass/Fail. Attendance is required to complete the MPH program. This course is the first of two courses in the Culminating Experience sequence. Students should enroll in S55-5905 and S55-5906 concurrently.
Credit 1 unit.

S55 MPH 5907 Capstone I
The purpose of Capstone I is to prepare students for their independent integrated learning experience or capstone project. The capstone project is a student-initiated project that integrates and synthesizes selected MPH foundational and specialization competencies into a high-quality written product that demonstrates student mastery of such competencies. Capstone I aims to prepare students for the development of their capstone project by providing capstone guidelines, direction in competency selection, workshops and practice in scientific writing, proposal/outline development, and small-group presentations and feedback on project ideas. This course is required of all MPH students before completion of their capstone project.
Credit 1 unit.

S55 MPH 5910 Public Health Seminar I
In this seminar, students will work closely with faculty members in small groups to process, systematically analyze and discuss timely, real-world public health challenges and solutions.
Credit 1 unit.

S55 MPH 5920 Public Health Seminar II
In this seminar, students will work closely with faculty members in small groups to process, systematically analyze and discuss timely, real-world public health challenges and solutions.
Credit 1 unit.

S55 MPH 5925 Public Health and Urban Design Seminar I
This seminar brings together students from the MPH Urban Design specialization at the Brown School and MUD students (Master of Urban Design) from the Sam Fox School of Design for a monthly exchange with faculty from both programs as well as practicing urban design specialists. Sessions will engage students in discussions and analysis of real-world urban challenges, and provide the opportunity to process and apply skills from their specialization course work and experiences from their practicum and culminating experience. This seminar course is required for students in the Urban Design specialization.

S55 MPH 5926 Public Health & Urban Design Seminar II
Semester 2. This seminar brings together students from the MPH Urban Design specialization at the Brown School and MUD students (Master of Urban Design) from the Sam Fox School of Design for a monthly exchange with faculty from both programs as well as practicing urban design specialists. Sessions will engage students in discussions and analysis of real-world urban challenges, and provide the opportunity to process and apply skills from their specialization course work and experiences from their practicum and culminating experience. This seminar course is required for students in the Urban Design specialization.
SS5 MPH 5960 Skill Lab: Statistical Analysis: SAS
This course will provide an introduction to the SAS statistical package in a Windows environment. Students will learn the basics of data management and manipulation through hands-on tutorials. Topic will include importing/exporting data, merging datasets, recoding variables, simple statistical analyses and troubleshooting. At the end of the course, students will have the skills necessary to use SAS for advanced biostatistics and epidemiology courses. Prerequisites for the course are the completion of SS5-5003 Foundations of Public Health: Biostatistics and SS5-5000 Research Methods. This course is strongly recommended for students taking SS5-5011 Epidemiology Methods.
Credit 1 unit.

SS5 MPH 5961 Skill Lab: Statistical Analysis Using Stata
This skill lab will introduce students to the Stata statistical software package. Students will learn data concepts such as opening/importing/exporting data, applying formats, using syntax, creating variables, graphs and more. Statistical analysis techniques will be covered for both continuous and categorical outcome variables, including chi-square, t-tests, regression and survey weights. Students will demonstrate acquired skills during a final project working with data and running a statistical analysis and interpretation.
Credit 1 unit.

SS5 MPH 5962 Skill Lab: Introduction to the R Statistical Programming Language and Environment
This course will introduce students to the fundamentals of the R language and RStudio environment. The first session will cover how to obtain and install R and RStudio, import data, create descriptive statistics, and plot simple graphics. The second session will delve into data structures and classes, data manipulation and management, and common data analyses (t-tests, ANOVAs, correlations, regressions, etc.). Students will explore R's graphics capabilities and some of the publishing tools built into RStudio during the third session. Students are expected to have taken at least one introductory statistics course, but need no prior computer programming experience.
Credit 1 unit.

SS5 MPH 5965 Skill Lab: Qualitative Data Analysis
This intensive course focuses on analysis of ethnographic and other qualitative data in public health research. It will begin by introducing theoretical approaches to analysis including grounded theory and framework approach. We will then introduce a free Macintosh-based software for coding textual and visual data called TAMS Analyzer. We will use sample data for demonstration purposes initially, but students are welcome to bring their own data subsequently. Finally, we will discuss writing up results and publication strategies.
Credit 1 unit.

SS5 MPH 5966 Skill Lab: Introduction to GIS and Spatial Mapping
Geographic Information Systems (GIS) is a system for collecting, storing, displaying, and analyzing geographic information. This 1-credit course will serve as an introduction to applications of GIS and spatial mapping for social work and public health topics. Students will be introduced to the visual storytelling and data analysis power of creating maps. This course is intended to be a fundamental lab that provides hands-on experience in basic GIS skills. Methods for applying GIS techniques and other spatial mapping tools for data visualization will be introduced, and several examples of GIS in environmental and social domains will be analyzed. Students will learn about mapping terminology and skills to produce and analyze digital data maps. Students are not permitted to take this lab concurrently with the 3-credit GIS course.
Credit 1 unit.

SS5 MPH 5969 Skill Lab: Practical Consideration in Developing Health Policy
This course will look at real-world applications of public health principles as they apply to developing and proposing new health policy. The course will review basic public health principles as they apply to policy development, and it will provide students with an opportunity to work through the health policy development and proposal process. Possible guest lecturers.
Credit 1 unit.

SS5 MPH 5970 Skill Lab: Effective Teams
Effective Teams will help students understand the key attributes and behaviors needed for successful team collaboration when partnered with diverse styles and personalities. Who leads and how is power balanced? How can team members have equal responsibility when skill sets vary? How can communication gaps be closed? How can less-engaged team members be motivated?
Credit 1 unit.

SS5 MPH 5973 Skill Lab: Advanced Data Management
This skill lab will cover intermediate and advanced aspects of data management using STATA; however, all concepts covered are transferable to similar software packages. Topics will include missing data, finding duplicate observations, repeated measures data, programming loops, and data transformations such as merge, append, collapse, conversion from long to wide, and so on. Prerequisite: SS5 5960 or SS5 5961 or SS5 5962 or permission of the instructor.
Credit 1 unit.

SS5 MPH 5980 Skill Lab: Advanced Data Management and Statistical Analysis in SAS
This course will build upon the material covered in SS5-5960 (Data Analysis: SAS) to provide students with the skills to tackle more complex data management and analysis tasks using the SAS statistical package in a Windows environment. Students will learn through hands-on tutorials and assignments. Topics will include arrays, exporting data, complex merging of datasets (e.g., merge-matching), developing algorithms, testing the assumptions of common statistical tests, and troubleshooting. Prerequisites for the course are the completion of SS5-5003 Foundations of Public Health: Biostatistics, SS5-5000 Research Methods and SS5-5960 Skill Lab: Data Analysis: SAS or permission of the instructor.
Credit 1 unit.

S60 SWCD (Community Development)
Visit online course listings to view semester offerings for S60 SWCD (https://courses.wustl.edu/CourseInfo.aspx?sch=S&dept=S60).
S60 SWCD 5016 Community Development Practice: Basic Concepts & Methods
Reviews the theory and practice of community development in the United States. Emphasis on programs in St. Louis and other major American cities. Course will expose students to both research findings and practical intervention strategies. Prerequisite: S15-5012. Pre/corequisite: S15-5039. Credit 3 units.

S60 SWCD 5018 State-Level Lobbying
Offers an opportunity to investigate the practical application of such beliefs, explores how social workers can use community organizing, coalition building and lobbying to relate personal problems to public issues, link individual change to social change, and apply some of the problem-solving skills learned for working with individuals to addressing the larger political and community concerns of groups. Prerequisites: S15 5012 and S15 5039. Credit 3 units.

S60 SWCD 5019 Community Development with American Indian and Other Indigenous Communities
Student will become familiar with conceptual models for community development. The course will focus on the study and assessment of impoverished communities: their physical, social and institutional characteristics. Students will gain skills in application of Geographical Information Systems. Study will include the development of a conceptual framework for community analysis, move to an overview of conceptual models for intervention, and then will focus on the strategies and tactics specifically related to Indian reservation and other impoverished rural communities. Prerequisites: S15-5012 & S15-5039. Credit 3 units.

S60 SWCD 5022 Philanthropy & Grantmaking in Community Development
The Theory and Practice of Corporate Social Responsibility: Creating Shared Value Through Investments in Financial Capability. Corporate social responsibility (CSR) is a business approach that contributes to sustainable development by delivering economic, social, and environmental benefits for all stakeholders, but what is the place of the modern MSW within corporate America? As part of this course, students will learn the history, theory, and application of CSR through the lens and strategic model of Equifax Inc. Over the course of the semester, students will conduct a critical review of the existing Equifax CSR approach while also contributing to a grantmaking process that will allocate 25k toward economic development projects in North City. Led by the Director of Community Relations from Equifax (David Stiffler) and the Director of Field Education at the Brown School (Jenni Harpring), the course will offer a unique engagement with local corporate, nonprofit, and economic leaders in an effort to show the connectivity between CSR and the modern MSW. Credit 3 units. EN: H

S60 SWCD 5027 Fundamentals of Community Organizing
This course will draw from Gamaliel's curriculum to provide students an understanding of the basics of community organizing. Students will learn to plan effective meetings, discern their own and others' self-interest, make a one-to-one fundraising ask, and create a plan to develop a team of leaders. Students will complete a power analysis on an issue of choice and create short-term tactical and longer-term strategic campaign plans. Credit 3 units.

S60 SWCD 5043 Global Anti-Poverty Interventions
In this course we will examine a number of anti-poverty approaches and interventions that are currently used widely around the world, particularly in countries in the global south. Interventions may include Participatory Poverty Strategy Reduction programs, microfinance, conditional cash transfers, and rural insurance schemes. We will critically analyze the theoretical underpinnings of each approach, the problem(s) that it aims to solve, experiences with implementation, and evidence of economic and social impact. In addition, we will consider the extent to which these anti-poverty interventions embody particular values such as social justice, diversity, sustainability, and self-determination. The course is meant as an advanced-level seminar for students with background in international development theory. Credit 3 units.

S60 SWCD 5056 Development Practice in International Settings
By building on topics covered in International Social Development and SED Policy courses, this course focuses on international development practice. Students will gain a deep understanding of contemporary approaches in the field, such as participatory development and community-driven development, as well as related interventions in a range of substantive fields and contexts. Prerequisite/Corequisite: S15 5012. Credit 3 units.

S60 SWCD 5076 Social and Economic Development/Redevelopment Part I
This is the first semester of a two semester course. In the spring semester students should enroll in S60-5086 Social and Economic Development: East Saint Louis Seminar Part 2. This course provides a theoretical and experiential understanding of the basic forces, factors and institutional dynamics that interface and persist to keep low income people in poverty, generationally. Students will preferably take this class along with an "internship" or practicum, to learn the "nuts and bolts" of how to build a depressed area and rise it to the status of a viable, economically and socially sustainable community. The class will be conducted in East St Louis, Lansdowne, at the Jackie Joyner Keree Center. The area is called "The Helping Village." This unique class will be facilitated by Multi-Cross/Disciplines and experts from many academic, professional, skilled venues and facilitated by an expert. The students are being taught/trained to function in multiple roles, from consultants to city mayors and city managers to community and neighborhood groups as advocates and facilitators where that need is so currently and urgently required. Enrollment by permission of instructor. Credit 3 units.

S60 SWCD 5077 Urban Development Seminar
Project-based research and discussions focus on the legal policy, social and architectural issues affecting the redevelopment of St. Louis and suburban areas such as Darst Webbe, Clayton, Westminster Place and prototypical redevelopment of public housing projects of Carr Square, Darst Webbe and Vaughn into tenant ownership and market-rate housing neighborhoods. Topics include public policy issues
affecting development, the availability and types of housing, transportation linkages, business, zoning issues, social and historical precursors. Through interaction with community leaders, teams of students from each discipline prepare a design proposal for an actual problem in the St. Louis area. This seminar is an interdisciplinary effort taught by faculty members of Washington University School of Architecture and the Saint Louis University School of Law, Social Work and Department of Public Policy Studies. Prerequisite: 400 level and above. Limit 8 students. Fulfills Urban Issues elective for MArch degree. Same as A46 ARCH 564A
Credit 3 units. Arch: GAMUD, GAUI, UI Art: CPSC

S60 SWCD 5078 Developing Sustainable Urban Communities
Across the country, there is a drive to develop high-quality, economically and racially diverse, vibrant and sustainable urban communities. St. Louis is no exception to this trend. For reasons of sustainability, poverty alleviation and city building, community leaders and public officials in St. Louis are working to develop neighborhoods and communities that incorporate these factors. Developing Sustainable Urban Communities is a project-based course for graduate students and advanced undergraduates which asks interdisciplinary groups of students to contribute solutions to substantively and politically challenging place-based urban redevelopment challenges in St. Louis. Students will work in small teams to develop their projects over the course of the semester through research, dialogue with a team of interdisciplinary faculty, examination of relevant case studies, and engagement with client organizations in the community. Course participants will choose one of three semester-long projects, the subject of which will be developed by course instructors and client organizations in advance of the semester. The course will meet both on-campus and at various community sites. For MSW Program SED Concentration students, this course fulfills the SED concentration Practice Methods requirement. Enrollment is limited to 24 students with prior course work in community development, urban design or related fields. Preference is given to graduate architecture and social work students; other students will be admitted by permission of the instructors. Upon registering in the course, please send a brief statement (1-2 paragraphs) about your interest in the course and previous course work or experience that has prepared you for participation. Statements should be emailed (ljenks@wustl.edu).
Credit 3 units. Arch: GAMUD, GAUI Art: CPSC

S60 SWCD 5082 Mixed-Income Housing & Community Management: Fundamentals of Property & Resident Services Operations
This course will introduce students to the fundamentals of directing the day-to-day operations of a mixed-income housing community, focusing on the professional roles that social workers play in this field as managers of properties and resident services. Students will be introduced to the following property manager roles: (a) organizational design, staffing and resident relations; (b) managing maintenance; (c) marketing, leasing and fair housing; (d) accounting and budgeting; and (e) managing and integrating resident services with property management. The course will begin with an overview of mixed-income housing as a key strategy in United States housing policy and practice, impacting low-income families and neighborhood development. It will also identify career opportunities for MSWs in particular in the fields of mixed-income and affordable housing. Students will visit different housing developments in St. Louis to interview and learn from stakeholders involved with those developments. From this concentrated one-week course, students will leave with a basic understanding of proven strategies and techniques in managing service-enriched mixed-income housing.
Credit 3 units.

S60 SWCD 5083 Mixed-Income Housing: Evaluating & Maximizing Property Performance & Service Delivery for the Long Term
This course will introduce students to the various elements of mixed-income housing including the roles of various stakeholders regarding a property’s social, financial, physical and compliance goals; the tools that link property performance to overarching objectives for the housing and its residents; the basics of real estate economics and an introduction to the Low Income Housing Tax Credit Program that is responsible for one-third of all rental housing produced today. The first weekend will feature a national expert on mixed-income housing research. The second weekend will feature a site visit where students will have an opportunity to compare resident services performance “in the field” with classroom theory.
Credit 3 units.

S60 SWCD 5084 Mixed-Income Housing and Community Management: Financial Management and Sustainability
This course will introduce students to the range of financial tools and strategies utilized to operate mixed-income housing communities. Students will learn the key elements of a “deal structure,” including typical sources and uses of funds related to the development of the properties as well as their anticipated multi-year projections of the revenues and expenses related to the planned delivery of ongoing operations, maintenance and resident services. Students will learn from case studies and practice property budgeting and other financial monitoring techniques (e.g., using Microsoft Excel) throughout this concentrated one-week course. Students will leave the course with a basic understanding of the key drivers in financing options and how to promote financial sustainability in housing and community management.
Credit 3 units.

S60 SWCD 5086 Social and Economic Development: East St. Louis Seminar Part II
This course is a continuation of S60 5076, which is offered during the fall semester. This course provides a theoretical and experiential understanding of the basic forces, factors, and institutional dynamics that interface and persist to keep low-income people in poverty, generationally. Students will preferably take this class along with an internship or practicum to learn the nuts and bolts of how to build up a depressed area and raise it to the status of a viable, economically and socially sustainable community. The class will be conducted in East St. Louis, Lansdowne, at the Jackie Joyner-Kersee Center in an area called “The Helping Village.” This unique class will be facilitated by multi-/cross-disciplines and experts from many academic and professional areas and skilled venues, and it will be facilitated by an expert. Students are taught to function in multiple roles, from consultants to city mayors and managers to members of community and neighborhood groups as advocates and facilitators, where the need for these types of individuals is currently so urgently required. Enrollment by permission of instructor.
Credit 3 units.
S60 SWCD 5087 Poverty: The Impact of Institutionalized Racism

Institutionalized racism has disenfranchised minority groups and communities concentrated in high-poverty areas since the turn of the century. This course will connect health and housing disparities, economic disadvantages, poor educational outcomes, and other areas of well-being as they relate to the constraints of poverty. Students will identify institutionalized racism and causes of poverty as they directly and indirectly uphold structural barriers for people in communities across the country. Students will work with cohort members, social service agencies, and community leaders over the course of one week. Through this course, students will gain an understanding of how to advance economically sound community development and how to strategize when developing policies to combat the effects of intentional urban blight and poverty. Students will be immersed in the community during the day and will have lectures and debriefing sessions in the evenings at Hubbard House. Students will live in Hubbard House, which is owned and operated by the Diocese of Belleville and located in East St. Louis. (This is nonnegotiable for students.) Students will need to complete an essay and a basic application to be admitted into the course. A letter of reference or a reference list may be requested by the professor. The program is limited to 15 students. Interested students should contact the program coordinator, Jessica Lambrecht, by email at j.lambrecht@wustl.edu or by phone at 970-396-8457. The application deadline is May 29.
Credit 3 units.

S60 SWCD 5091 Exploring Community School Models

This course will present an introduction to community schools — using schools as the foci of communities by presenting innovative way to serve children and families, and to nurture and sustain communities. Students will learn about various models of community schools, and ways that community schools are being built nationally.
Credit 3 units.

S60 SWCD 5137 Protection of Women & Children in Humanitarian Response

It is currently estimated that one out of every 113 people is seeking asylum, whether internally displaced or as a refugee. This is a level of global risk for which there is no known precedent. Conflict, climate change, drought, and other natural disasters have resulted in the highest levels of displacement ever recorded (more than 65.3 million people). Conflict and natural disasters destroy communities; wreck havoc on food, sanitation, security and supply chains; and propel survivors into fragile refugee camps and crowded urban areas. Increasingly, humanitarian responders are also asked to promote the development of health systems in fragile states and post-conflict scenarios. There is a critical need for technically competent public health professionals who understand the global dynamics of acute and complex emergencies, including the continuum from prevention and risk reduction to emergency response and the transition to development. This course explores operational ways of addressing protection concerns for women and children in natural disaster and war. It examines protection from the perspectives of both a reduction of physical risk and a promotion of developmental well-being. Students will develop a practical understanding of effective interventions for preventing and responding to specific protection concerns, including child-family separations; child recruitment and use as armed combatants; sexual violence and abuse; and psychosocial well-being. Students will explore systemic approaches to promoting a “protective environment” for women and children in emergencies and in post-conflict reintegration transitions. Students will review strategies for incorporating critical elements of protection into broader humanitarian response operations; coordinating among humanitarian agencies; creating evidence-based programming; and implementing community participation and advocacy and policy change.
Same as S55 MPH 5137
Credit 3 units.

S60 SWCD 5381 Sustainability, Development, and Health

Sustainability Studies is a transdisciplinary field that integrates the economic, social, environmental, and technological problems that humanity must solve if our species is to continue to thrive on this planet. This course will employ lessons from diverse fields including, but not limited to, agriculture, forestry, energy production, environmental economics, domestic and international policy, ecology, resource management, and human health. The course introduces perspectives from the natural and social sciences, arts and humanities, and professional disciplines and explores how their interconnection increases the prospects for creating a more sustainable future. The course will be taught in Costa Rica at Earth University. While Costa Rica provides many of the case examples used in the class, experts from many disciplines will provide lectures and learning opportunities from cases around the world. Specific topics to be explored include: paradigms and worldviews; agriculture, forestry, and food systems; principles of ecology, physics and economics; energy and natural resource and conservation; cultural sustainability; environmental politics and justice; ethics and religion; sustainable agriculture; conservation and preservation of ecosystems and species; and the roles of the arts; ecological connections to human health.
Same as S55 MPH 5381
Credit 3 units.

S60 SWCD 6025 Leadership Development and Evaluation in Indian Country I

This course is for first-year students in the American Indian/Alaska Natives Studies concentration. Students will meet for two hours every other Friday (15 hours total) during their first semester to assist in the development of the Washington University in St. Louis annual Pow Wow. Additionally, students will review types of evaluation and data collection methods.
Credit 1 unit.

S60 SWCD 6026 Leadership Development and Evaluation in Indian Country II

This course is for second-semester students in the American Indian/Alaska Native Studies concentration and for all students who have taken Leadership Development & Evaluation in Indian Country I. Students will meet for two hours each Friday (30 hours total) during the second semester to assist with the development, execution and evaluation of the Washington University annual Pow Wow. The content will focus on the theme of the event.
Credit 2 units.
S60 SWCD 6027 Leadership Development and Evaluation In Indian Country III
This course is for second-year students. Students will meet for two hours every other Friday (15 hours total). During their first semester they will assist in the development of the Washington University in St. Louis annual Pow Wow. Additionally, students will review types of evaluation and data collection methods. The content will focus on the theme of the event.

S60 SWCD 6028 Leadership Development and Evaluation In Indian Country IV
This course is for second-semester students, second-year in the American Indian/Alaska Native Studies concentration and for all students who have taken Leadership Development & Evaluation in Indian Country III. Or for first-year, second-semester students. The course will meet for two hours each Friday (30 hours total) during the second semester to assist with the development, execution and evaluation of the Washington University annual Pow Wow. The content will focus on the theme of the event.

S65 SWCD (Community Development)

S65 SWCD 5037 Domestic Violence and the Law
Enrollment limit: 20 (preferably 10 Law students + 10 Social Work students). This 2-credit interdisciplinary course will focus on the intersection of law and social work in relation to domestic violence and the law, with particular focus on Missouri. The course is designed for law students who may practice in this substantive area when they graduate/pass the Bar exam, social work students who may practice in this area as court advocates or directors of domestic violence agencies, and law students and social workers who may be doing public policy work in this area. This course will start with an overview of the nature & dynamics of domestic violence, and include subjects such as power & control, types of abuse, dangers when leaving, necessity for safety planning, and multiple oppressions. Thereafter, the course will lay the groundwork for an analysis of the law with an historical perspective by covering the state of the law prior to the passage of specialized criminal and civil laws, the necessity for these laws, and directed study of the laws that were passed and why. One area of concentration in this analysis will be how the law can be used to change social conditions and policies/practices of systems. In this analysis, we will cover Missouri's Adult Abuse Law (including Consents), Missouri's Criminal Law and Self-Defense and Post-Conviction Remedies, Full Faith and Credit, the Federal Violence Against Women Act and the Lautenberg Amendment related to firearms, and other selected topics. The course will also examine improvements made in conditions for domestic violence victims/survivors and system response as result of passage of the laws, and the unintended consequences that have resulted (e.g., mandatory arrest sometimes means arrest of victims/survivors, and may disempower or endanger victims/survivors). In relation to the unintended consequences, we will explore an emerging movement in responding to domestic violence that embraces an anti-essentialist victim perspective and an individualized response based on each victim's situation and needs. We will also cover the emergence of Domestic Violence Courts and emerging restorative justice responses to domestic violence.

S65 SWCD 5047 Pharmacology for Social Workers
Acquaints students with the major categories of pharmacological agents used in medical practice. Emphasizes the mechanism, action, and common side effects associated with the administration of specific medications and the parameters used to monitor the clinical progress of disease and drug therapy. Prerequisite: S15-5038. Credit 3 units.

S65 SWCD 5050 Community Based System Dynamics
This course introduces students to Group Model Building (GMB) as a method for facilitating organizational and team learning. The course will focus on the use of GMB as a practice method for working with organizations and communities using a set of structured small group exercises or "scripts." The course draws on GMB methods being developed and used by the Brown School's Social System Design Lab, principles of system dynamics, and examples from both domestic and international settings. The course introduces students to the background and theory of GMB; feedback theories of organizational dynamics for management and strategic planning related to organized labor-union start-up, implementation and scale-up of innovations (e.g., evidence-based practices), project management, and sustainability; tools for designing, conducting, and evaluating group model building interventions; and techniques for managing group dynamics involving power, interpersonal conflicts, and working with marginalized stakeholders. The course also provides opportunities for students to develop and hone GMB practice skills through in-class exercises and demonstrations; observation and participation in GMB sessions; and the design, execution, and evaluation of a GMB class-project with a client organization. Special attention will be given to understanding the dynamics of social and economic justice, value and ethical issues, as well as issues related to race, ethnicity, culture, gender, sexual orientation, religion, physical or mental disability or illness, age, and national origin. Prerequisites: S15-5007 & S15-5040. Credit 3 units.

S65 SWCD 5075 American Indian Law
This course will explore the central aspects of federal and international law affecting American Indians. The course will begin by considering the status of Indian nations as sovereign political entities within the United States and examining the legal and political relationships these nations have with the United States and with several of the states. The course will then explore the development of federal Indian law over the past two centuries. Particular attention will be given to the doctrines of tribal sovereignty, self-government, and self-determination; treaty-based rights to land, water, wildlife, and other natural resources; the preservation of Indian languages, cultures, and religions; issues of economic development, including the right of Indian nations to operate gaming enterprises on their reservations; and jurisdictional conflicts between and among the United States, Indian nations, and various states over the authority to regulate the activities of Indians and non-Indians in Indian country. Special consideration will also be given to the
evolution and modern status of Indian governments, their laws, and their legal systems. The course will conclude with a survey of various international laws and the laws of other nations, including Canada and Australia, as they relate to indigenous peoples.
Same as W74 LAW 635D
Credit 3 units.

S65 SWCD 5082 Foundations of Geographic Information Systems (GIS) for the Applied Social Sciences
This course will familiarize students with the basic knowledge of geographic information systems (GIS) and their application to social work practice and research. The course is organized around three primary areas: 1) conceptual; 2) technical; and 3) data management. A conceptual overview of GIS is presented to provide students with foundational knowledge about the theory, purpose, function, and applicability of GIS in practice and research settings. Students will develop critical thinking skills necessary to devise research questions appropriate for a GIS, to develop a GIS, interpret the findings, and to evaluate the spatial relationships between variables.
Credit 3 units.

S65 SWCD 5660 Designing Sustainable Social Policies & Programs: A System Dynamics Approach
This course focuses on designing sustainable policies and programs by using principles and practices of modeling dynamic systems in the sciences, social sciences, engineering, business, and social work. It covers model structure and its relationships to prior knowledge and assumptions, measurable quantities, and ultimately its use in solving problems. Application areas include social interventions, policy making, business, and engineering systems. Prerequisites: S15 5007 and S15 5040.
Credit 3 units.

S70 SWPR (Practicum)
Visit online course listings to view semester offerings for S70 SWPR (https://courses.wustl.edu/CourseInfo.aspx?sch=S&dept=S70).

S70 SWPR 5006 Foundation Practicum, First Semester
Credit variable, maximum 4 units.

S70 SWPR 5012 Foundation Practicum, Second Semester
Credit variable, maximum 3 units.

S70 SWPR 5013 Foundation Practicum, Third Semester
Credit variable, maximum 2 units.

S70 SWPR 5014 Concentration Practicum, First Semester
Prerequisite: completion of Foundation Practicum.
Credit variable, maximum 5 units.

S70 SWPR 5018 Concentration Practicum, Second Semester
Prerequisite: completion of Foundation Practicum.
Credit variable, maximum 4 units.

S70 SWPR 5022 Concentration Practicum, Third Semester
Prerequisite: completion of Foundation Practicum.
Credit variable, maximum 3 units.

S70 SWPR 5032 Concentration Practicum, Fourth Semester
Prerequisite: completion of Foundation Practicum.
Credit variable, maximum 2 units.

S70 SWPR 5036 Elective Practicum, First Semester
Credit variable, maximum 5 units.

S70 SWPR 5037 Elective Practicum, Second Semester
Credit variable, maximum 4 units.

S70 SWPR 5038 Elective Practicum, Third Semester
Credit variable, maximum 3 units.

S70 SWPR 5042 Concentration Practicum, Fifth Semester
Prerequisite: completion of Foundation Practicum.
Credit variable, maximum 3 units.

S70 SWPR 5102 Integrative Foundation Field Practicum Seminar
This seminar provides an opportunity for students to integrate theoretical and research-based knowledge gained in the classroom with the applied knowledge gained from social work practice. It is designed to provide additional integration of course work and daily practice, enhance student knowledge and provide a safe and supportive environment for students to debrief on practice challenges and ethical issues. Required Corequisite: S70-5006 Foundation Practicum, First Semester.
Credit 1 unit.

S80 SCWK (Social Work)

S80 SCWK 5003 Biostatistics
This course provides an introduction to quantitative data analysis as it is applied in public health. Biostatistics is one of the core disciplines of public health; but it also provides a set of analytic tools which are used across all the other core and associated public health disciplines. This course will teach students how to think about data clearly; how to describe important characteristics of public health data; how to design, implement, and interpret basic statistical analyses which are appropriate for the research question and the characteristics of the data; and how to communicate analysis results effectively.
will provide students with a basic working knowledge of the theoretical underpinnings of CPT, the structure of the treatment, and the empirical support for the protocol. Students will be given the opportunity to practice the basic clinical skills in the classroom. Prerequisite: S15-5038. Credit 1 unit.

S81 SWIP 5058 Motivational Interviewing: Beyond the Basics to Integration and Application
Motivational Interviewing is a psychotherapeutic approach to helping clients create positive changes in their lives by enhancing client motivation and resolving ambivalence. Often cited as a key component of trauma informed care and cultural humility, MI has a strong evidence base for use with a variety of behavioral change goals among a variety of helping roles and in a variety of settings. This skills lab is designed to bring students’ MI skills to the next level by building on the basics and introducing advanced content. The intermediate MI skills lab is fast-paced and assumes that students have basic knowledge of MI through completion of S81 SWIP 5048. By the end of this two-day course, students will be equipped with the information, knowledge, and understanding of steps needed to become a member of the prestigious Motivational Interviewing Network of Trainers (MINT). Prerequisite S81-5048. This course is cross-listed with Professional Development. Enrollment will include community practitioners as well as graduate students. Credit 1 unit.

S81 SWIP 5061 English Language Support for Academic Communication in Brown School Programs
This course supports multilingual students as they strengthen the oral and written English communication skills needed for academic programs in the Brown School. Communication skills addressed in the course include participating in fast-paced small-group conversations and class discussions, building discipline-specific vocabulary, reviewing grammar issues that impact effective communication, handling a heavy reading load, understanding the U.S. conventions of academic integrity, and developing strategies for independently editing one’s own academic writing. Placement by examination. Students assigned by Brown School Administrative Offices. Credit 1 unit.

S81 SWIP 5066 Teen Outreach Program (TOP)
This skills lab will provide students with knowledge of and basic facilitation skills in the Teen Outreach Program (TOP), an evidence-based youth development and teen pregnancy prevention model. TOP is one of the few youth development initiatives proven to be highly effective in preventing risk factors of school dropout, academic failure, and teen pregnancy. The TOP facilitator skills lab content will include an orientation to TOP - including program history, core goals, core principles, key outcomes, the TOP fidelity model, and an overview of how and why TOP gets results. The TOP Changing Scenes curriculum will be introduced with modeling of two lessons, a review of Community Service Learning principles, practice building a service learning project with a group, coaching on and practice facilitating sensitive subject matter, and values neutral facilitation. The experiential learning cycle and multiple intelligence theory will be reviewed, including practice integrating both into lessons and service learning. An overview of operational, sequencing, and routine considerations for planning a TOP club will be provided. Teams of two to three training participants will prepare and practice facilitating a TOP lesson. Trainers will provide consistent modeling of techniques for
group engagement, process learning, and integrating the core components of TOP. Participants who successfully complete this skills lab will be eligible for certification as a TOP facilitator, but can only facilitate TOP within Wyman Center's TOP replication model.
Credit 1 unit.

S81 SWIP 5080 Prolonged Exposure Therapy
Prolonged Exposure Therapy is an evidenced-based intervention shown to be effective in addressing post-traumatic stress disorder (PTSD) and the anxiety, depression, and/or anger that PTSD often causes. Students in this skills lab will learn about current theories explaining the development and maintenance of PTSD, how to diagnose PTSD in children, youth and adults, and the broad spectrum impact of exposure to traumatic events. Prolonged Exposure as a viable treatment option for PTSD will be introduced, and students will learn about Emotional Processing Theory upon which this cognitive and behavioral intervention for PTSD is based, the specific component of PE, and how to implement this with clients.
Credit 1 unit.

S81 SWIP 5081 Brief Cognitive Behavioral Therapy (BCBT) for Anxious Youth
Anxiety disorders are the most common type of mental health disorder in children, affecting as many as 10 percent of young people. The purpose of this skills lab is to help future clinicians: 1) identify and accurately diagnose children with anxiety disorders; 2) understand the principles of Cognitive Behavioral Therapy (CBT); 3) learn an evidenced-based CBT program and how to implement it effectively; and 4) understand how families are involved in the treatment process and identify and address potential barriers to treatment.
Credit 1 unit.

S81 SWIP 5083 Integrated Mental & Behavioral Healthcare
New professional roles are open to social workers, given Innovative policy and practice models in which mental health care is integrated, coordinated or co-located with medical care and social services. This course prepares students to shape and deliver integrated behavioral and mental health services. Students will learn the benefits of integrated care; different models of integrated care; skills for client engagement, care coordination, and professional collaboration; and understanding of the data and infrastructure requirements to ensure effective and efficient care.
Credit 1 unit.

S81 SWIP 5085 Acceptance & Commitment Therapy Skill Lab
Acceptance and Commitment Therapy (ACT) is an evidence-based behavioral treatment for depression, anxiety, substance abuse, psychosis, and numerous other psychological problems and stressors. It teaches people to accept difficult thoughts, feelings, sensations and memories, build mindfulness skills, identify core personal values, and commit to behaviors that are consistent with those values. Participants will learn about the model of psychological flexibility, upon which ACT is based, and engage in basic skill development in the implementation of ACT.
Credit 1 unit.

S81 SWIP 5086 ASIST: Applied Suicide Intervention Training
ASIST is a two-day curriculum that will train students to carry out life-saving interventions for people at risk of suicide or suicidal behavior. Students will identify their attitudes about suicide and learn how to approach the topic with those at-risk without judgment. Students learn the stages of a suicide intervention and engage in simulations and role plays that will apply their knowledge.
Credit 1 unit.

S81 SWIP 5087 Skill Lab: Core Elements of Parent Management Training
Students will gain an overview of the theoretical and empirical basis of parent management training, as well as learn the principles and techniques associated with positive reinforcement and compliance training. Emphasis will be placed on students learning common techniques to engage parents and other caregivers in parent management training in group and individual settings, such as modeling, role-playing, feedback, and facilitating discussions. The course will examine critical issues in applying and implementing PMT. Prerequisite: S15-5038.
Credit 1 unit.

S81 SWIP 5121 Skill Lab: Self-Care for Helping Professionals
The Self-Care for Helping Professionals skills lab will provide students with knowledge of the occupational risks of the helping professions, provide opportunities to explore four domains of Self-Care, including physical, social, spiritual, and mental as means to mitigate the occupational risks. Students will examine obstacles to practicing self-care and practice strategies to overcome said obstacles. Also, students will consider self-care across the lifespan, including individual self-care and self-care in an organizational/institutional context, with skills to advocate for wellness within workplaces.
Credit 1 unit.

S81 SWIP 5140 Skill Lab: Managing and Leading Teams & People
This course will provide the basic skills and best practices in managing people and leading teams. It will focus on task supervision include designing jobs and job descriptions, selecting and orienting job applicants, motivating and supporting employees, and measuring work performance. It will provide best practices in building effective, empowered, engaged teams. This course fulfills 1 credit in Leadership/Management.
Credit 1 unit.

S81 SWIP 5141 Skill Lab: Performance Management and Continuous Quality Improvement
This course will provide skills in selecting and applying widely used tools and best practices to yield effective and efficient organizational performance and continuous learning and quality improvement. These skills are applicable to diverse functions and settings areas such as intake and case management, clinic operations and volunteer management. This course fulfills 1 credit in Leadership/Management. Same as S55 MPH 5141.
Credit 1 unit.
successful projects. Students will learn about planning, scheduling, organizing, and controlling projects and will apply these concepts using case studies and small-group projects. This course fulfills 1 credit in Leadership/Management. Credit 1 unit.

S81 SWIP 5143 Skill Lab: Volunteer Management
This course will provide skills in recruiting and retaining volunteers for a wide variety of organizational roles. It will provide training on the basic tasks of the volunteer manager, and volunteer supervision within a cycle of management from job design to evaluation. This course fulfills 1 credit in Leadership/Management. Credit 1 unit.

S81 SWIP 5144 Skill Lab: Fundraising Design and Management
This course will provide skills in developing and implementing a strategic fundraising program, including setting goals, choosing fundraising techniques, interfacing with staff and volunteers, data management and evaluating results. This course fulfills 1 credit in Leadership/Management. Credit 1 unit.

S81 SWIP 5145 Skill Lab: Budget Management
This course will provide skills in budgeting, budget management and reporting, using commonly available software. It will include both line item and program budgeting models, and the basics of grant reporting. It will connect budgeting to the overall process of financial management. This course fulfills 1 credit in Leadership/Management. Same as S55 MPH 5145. Credit 1 unit.

S81 SWIP 5147 Effective Meeting Management & Group Facilitation
For organizations and communities, meetings large and small are a way of life. Making these meetings as productive, effective and efficient as possible increases organizational productivity, improves decision making and enhances community development. This course provides the basic theories and techniques for meeting planning and implementation and facilitation practice. The skills and practice methods are applicable in multiple settings and relevant to management and organizing arenas used in stakeholder input, community organizing, strategic planning, project evaluation, staff retreats and policy development. This course fulfills 1 credit in Leadership/Management. Same as S55 MPH 5147. Credit 1 unit.

S81 SWIP 5148 Leadership at Brown
Leadership at Brown is part of a schoolwide curricular and cocurricular program to provide knowledge of the leadership process and practical skills for increasing students' ability to lead both informally and from authority-based positions. It will cover basic concepts related to leadership, power, and influence as well as practical skills such as power analysis, coalition building, and the use of narrative and story to effect change in groups, organizations, and society. This course counts toward required Leadership and Management credits for the MSW and required Skill Labs for the MPH. For second-year students only. Credit 1 unit.

S81 SWIP 5151 MSW Research Seminar I
Prerequisite: S15-5007 Research Methods. Corequisite: S80-5003 Biostatistics or test-out. Advanced standing students: Corequisite: S15-5999 Evidence Based Practice Skills for BSW Graduates and S80-5003 Biostatistics or test-out. Credit 1 unit.

S81 SWIP 5152 MSW Research Seminar II
Prerequisite: S81-5151 MSW Research Seminar I and S80-5003 Biostats. Corequisite: S80-5230 Applied Linear Modeling or test out. Credit 2 units.

S81 SWIP 5177 Skill Lab: Strategic Planning and Execution
This course will help students gain knowledge and basic skills in strategic planning and execution. The course will include an examination of models of strategic planning; assessing strengths, weaknesses, opportunities and threats; developing a vision, goals, and strategies for mission achievement and then translating them into action plans, dashboards, staff and board responsibilities. This course fulfills 1 credit in Leadership/Management. Same as S55 MPH 5177. Credit 1 unit.

S81 SWIP 5190 Exploring the Therapeutic Model of Policing
This course will explore the history/culture of policing; training and socialization process; community Ferguson/St. Louis (demands/expectations/responses); contemporary police operations and management (Ferguson/St. Louis City); and the characteristics of a Therapeutic Model of Policing. Credit 1 unit.

S81 SWIP 5193 Skill Lab: Helping Low-Income Clients Navigate Household Finances
Low-income families increasingly face complex financial decisions that require specialized knowledge and skills when managing personal finances. Social workers often identify financial vulnerability in the context of confounding situations such as unemployment, divorce, bankruptcy, drug abuse, domestic violence and others. Using case examples, students will learn how to: 1) help clients address their immediate financial problems and build financial security, 2) identify when to refer clients to other financial professionals for in-depth assistance, and 3) work in collaboration with others to generate policy and program solutions for financially vulnerable populations. Credit 1 unit.

S81 SWIP 5194 Expressive Therapies Continuum: Art in Therapy
The course will provide an overview of the expressive therapies continuum and its relationship to clinical social work practice, and it will provide basic beginning competencies in the use of the expressive therapies continuum within an ethical framework of integrating certain art therapy techniques into clinical practice settings. Individual, group, and community practice often emphasize the integration of expressive practices that go beyond the verbalization of experiences. This course is designed to expand clinical social work practice competencies through the introduction of integrative expressive art approaches to engagement, assessment, intervention, and evaluation. Credit 1 unit.
S81 SWIP 5501 System Dynamics Skill Lab I
Permission of instructor required. This course will help students learn how to engage organizations and communities using system dynamics with specific attention to stakeholder analysis, problem structuring, identifying and assessing data sources, conducting key informant interviews, and selecting the appropriate strategy for group model building (S65-5560), and strengthen their skills using system dynamics for community development and practice. Specific attention will be given to applying a strength-based, resource-based view of families, organizations and communities and developing an integrated community prevention framework that addresses structural social and public health inequalities and disparities. Prerequisite: S65-5050.
Credit 1 unit.

S81 SWIP 5502 System Dynamics Skill Lab II
Permission of instructor required. This course will help students learn how to formulate equations and build confidence in system dynamics simulation models for policy analysis, program design, and strategic planning. The course is designed for those who have completed an introductory course in system dynamics (S65-5560) and System Dynamics Skill Lab I (S81-5501) and wish to strengthen their skills in model building and computer simulation. Students will learn and gain experience by building models using table functions, arrays, confidence building tests, parameter estimation, and model calibration. Prerequisite: S65-5560 and S81-5501.
Credit 1 unit.

S81 SWIP 5503 System Dynamics Skill Lab III
Permission of instructor required. This course will help students learn and apply techniques for model analysis and policy design. The course is designed for those who have completed System Dynamics Skill Lab II (S81-5502) and wish to strengthen their skills in using system dynamics to identify and implement high-leverage solutions. Specific attention will be on using model analysis to develop empirically testable objectives for program and policy monitoring, evaluation, and impact assessment. Prerequisite: S81-5502.
Credit 1 unit.

S81 SWIP 5590 Skill Lab: Statistical Analysis: SAS
This course will provide an introduction to the SAS statistical package in a Windows environment. Students will learn the basics of data management and manipulation through hands-on tutorials. Topic will include importing/exporting data, merging datasets, recoding variables, simple statistical analyses and troubleshooting. At the end of the course, students will have the skills necessary to use SAS for advanced biostatistics and epidemiology courses. Prerequisites for the course are the completion of S55-5003 Foundations of Public Health: Biostatistics and S55-5000 Research Methods. This course is strongly recommended for students taking S55-5011 Epidemiology Methods. Same as S55 MPH 5960
Credit 1 unit.

S81 SWIP 5591 Skill Lab: Statistical Analysis: Stata
This skill lab will introduce students to the Stata statistical software package. Students will learn data concepts such as opening/importing/exporting data, applying formats, using syntax, creating variables, graphs and more. Statistical analysis techniques will be covered for both continuous and categorical outcome variables, including chi-square, t-tests, regression and survey weights. Students will demonstrate acquired skills during a final project working with data and running a statistical analysis and interpretation. Same as S55 MPH 5961
Credit 1 unit.

S81 SWIP 5592 Skill Lab: Statistical Analysis: R
This course will introduce students to the fundamentals of the R language and RStudio environment. The first session will cover how to obtain and install R and RStudio, import data, create descriptive statistics, and plot simple graphics. The second session will delve into data structures and classes, data manipulation and management, and common data analyses (t-tests, ANOVAs, correlations, regressions, etc.). Students will explore R's graphics capabilities and some of the publishing tools built into RStudio during the third session. Students are expected to have taken at least one introductory statistics course, but need no prior computer programming experience. Same as S55 MPH 5962
Credit 1 unit.

S81 SWIP 5596 Skill Lab: Introduction to GIS and Spatial Mapping
Geographic Information Systems (GIS) is a system for collecting, storing, displaying, and analyzing geographic information. This 1-credit course will serve as an introduction to applications of GIS and spatial mapping for social work and public health topics. Students will be introduced to the visual storytelling and data analysis power of creating maps. This course is intended to be a fundamental lab that provides hands-on experience in basic GIS skills. Methods for applying GIS techniques and other spatial mapping tools for data visualization will be introduced, and several examples of GIS in environmental and social domains will be analyzed. Students will learn about mapping terminology and skills to produce and analyze digital data maps. Students are not permitted to take this lab concurrently with the 3-credit GIS course. Same as S55 MPH 5966
Credit 1 unit.

S81 SWIP 5597 Skill Lab: Effective Teams
Effective Teams will help students understand the key attributes and behaviors needed for successful team collaboration when partnered with diverse styles and personalities. Who leads and how is power balanced? How can team members have equal responsibility when skill sets vary? How can communication gaps be closed? How can less-engaged team members be motivated? Same as S55 MPH 5970
Credit 1 unit.

S81 SWIP 5593 Skill Lab: Advanced Data Management
This skill lab will cover intermediate and advanced aspects of data management using STATA; however, all concepts covered are transferable to similar software packages. Topics will include missing data, finding duplicate observations, repeated measures data, programming loops, and data transformations such as merge, append, collapse, and conversion from long to wide. Prerequisite: S55 5960, S55 5961, S55 5962, or permission of the instructor. Same as S55 MPH 5973
Credit 1 unit.
developments and challenges. Students will also engage with important public health theories, as well as current theoretical sciences. The class will cover the historical development of theoretical traditions and approaches used in the public health sciences is to provide an in-depth exploration of the major sciences.

**S90 SWDT 5500 Theoretical Orientations in Public Health Sciences**

The primary goal of Theoretical Orientations in Public Health Sciences is to provide an in-depth exploration of the major theoretical traditions and approaches used in the public health sciences. The class will cover the historical development of important public health theories, as well as current theoretical developments and challenges. Students will also engage with a number of class exercises and assignments that will introduce them to how theories are developed, applied, and tested in public health research contexts. The theoretical coverage emphasizes a "cells-to-society" approach, and will include assessments of biological, medical, epidemiologic, behavioral, environmental, policy, organizational, and systems theories. Credit 3 units.

**S90 SWDT 6600 Multilevel and Longitudinal Modeling**

This course is an advanced statistics seminar intended for graduate students in social work, public health, health or social sciences. This course covers hierarchical linear modeling techniques that are used to build and test multilevel and longitudinal statistical models. This course will be of interest to anybody who wants to know how to analyze contextual, ecological, and longitudinal data. The course will review both the conceptual issues and methodological issues in using.
S90 SWDT 6815 Professional Development Seminar I
Open only to PhD students in Social Work.
Credit 1 unit.

S90 SWDT 6816 Professional Development Seminar II
Open only to PhD students in Social Work.
Credit 1 unit.

S90 SWDT 6820 Seminar in Social Work Theory & Knowledge
Properties of theories, other knowledge formulations, and strategies for knowledge development are considered in relation to their role in informing accountable practice and generating practice-relevant research. These same criteria are used in review of epistemological and methodological debates in our profession. Relationships between formal properties of knowledge statements, practice-relevant research, accountability criteria, and utilization of knowledge in practice will be explored.
Credit 3 units.

S90 SWDT 6875 Qualitative Research Methods
This course is a doctoral-level introduction to the theories, methods and practices of qualitative inquiry and research. It will provide an opportunity for students to consider how qualitative approaches might be integrated into their doctoral research proposals and to get hands-on experience with a selection of qualitative methods. A laboratory component will be a key feature of the course, enabling students to become acquainted with NVivo. The course discusses the rationales for qualitative inquiry. It then discusses a range of qualitative methods including field observation, interviewing, archival research, and phenomenological methods.
Credit 3 units.

S90 SWDT 6877 Issues and Directions in Intervention Research
Addresses substantive, theoretical, and methodological issues in conducting and evaluating intervention research with social work populations. Emphasis will be on evaluating evidence-based interventions and methodological rigor in a specific area of practice. Critical review of practice and intervention theories, and ethical issues inherent in conducting intervention research will be examined.
Credit 3 units.

S90 SWDT 6893 Seminar in Mental Health & Addictions Services Research
This seminar focuses on methodological issues in mental health services research. This semester, the seminar focuses on components of a quality research proposal.
Credit 1 unit.

S90 SWDT 6895 Mental Health Services Research
This course will cover the history and trends in public and private mental health services, seminal studies in mental health service, and such methodological issues as measurement of services, operationalization and measurement of mental health service intervention, and alternative data sources. Particular attention will be directed to methodological issues and knowledge needs with regard to service needs of special populations, including the elderly, children, adolescents, the poor, and ethnic minorities. Research methods for investigating the organization and financing of mental health services will also be addressed.
Course reading will include published studies and government documents addressing methodological issues.
Credit 3 units.

S90 SWDT 6900 Applied Linear Regression Analysis
This course is a seminar in multiple regression (MR) analysis. There is an emphasis on both conceptual and procedural aspects of MR. Conceptually, multiple regression is approached as a general model with extensive applications in social work research and knowledge building. The procedures of multiple regression are understood as extensions of simple regression and correlation. Statistical formulas for various facets of multiple regression are presented; examples from the literature are critiqued; and experience in working with multiple regression is gained through computer exercises.
Credit 3 units.

S90 SWDT 6901 Structural Equation Modeling
This course introduces the analysis of general structural equations. Topics include causal models and path analysis structural equation models with observed variables, confirmatory factory analysis, consequences of measurement error, the relation between latent and observed variables, and combined latent variable and measurement models. LISREL software will be learned.
Credit 3 units.

S90 SWDT 6905 Propensity Score Analysis
Propensity score analysis is a relatively new and innovative class of statistical methods that has proven useful for evaluating the effects of treatments or interventions when using nonexperimental or observational data. This PhD course focuses on three closely related, but technically distinct propensity score methods: (1) Propensity score matching and related methods, including greedy matching, optimal matching, propensity score subclassification, and propensity score weighting using Stata psmatch2, pweights and R optmatch; (2) Matching estimators using Stata nmatch; and (3) Propensity score analysis with nonparametric regression using Stata psmatch2 and lowess. The examination of these methods will be guided by two conceptual frameworks: the Neyman-Rubin counterfactual framework and the Heckman scientific model of causality. The course also covers Heckman's sample selection model and Rosenbaum's approaches of sensitivity analysis to discern bias produced by hidden selections. The course uses Stata software to demonstrate the implementation of propensity score analysis. PhD students enrolled should be familiar with descriptive and inferential statistics. Students not meeting this prerequisite should contact the instructor to determine their eligibility to enroll in this course.
Credit 3 units.
S90 SWDT 6910 Generalized Linear Models
Generalized linear models are a collection of statistical methods used to analyze categorical and limited dependent variables. In this course, students will learn fundamental concepts and skills to conduct generalized linear models, and know how to apply these techniques to social, behavioral, and health research. The course covers the following topics: the Nelder and Wedderburn framework of generalized linear models and the key concept of “link function,” maximum likelihood estimator, a review of logistic and probit models, multinomial logit model, ordered logistic regression, Poisson regression, negative binomial regression, quasi-likelihood functions, and model fit/validation. Students taking this course are assumed to have taken statistics courses on inferential statistics and regression analysis, particularly Applied Linear Regression Analysis S90-6900. This course is designed to fulfill part of the core quantitative methods requirements for doctoral students at the Brown School. It will typically be the second quantitative methods course taken for all PHS students, and some SW students.
Credit 3 units.

S90 SWDT 6972 Area Specialization Seminar
This seminar is devoted to preparation and critical evaluation of area statements by PhD students. Strong emphasis is placed upon the integration of advanced theoretical and methodological knowledge regarding a selected area of social work.
Credit 3 units.

S90 SWDT 8840 Doctoral Continuing Student Status
Used for residency.