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About This Bulletin

The graduate and professional bulletins are the catalogs of programs, degree requirements and policies of the following schools of Washington University in St. Louis: Architecture & Urban Design; Art; Arts & Sciences; Engineering & Applied Science; Law; Medicine; and Social Work & Public Health.

The University College Bulletin is the catalog of University College, the professional and continuing education division of Arts & Sciences at Washington University in St. Louis. The catalog includes programs, degree requirements, course descriptions, and pertinent university policies for students earning a degree through University College.

The 2017-18 bulletins are entirely online but may be downloaded in PDF format for printing. Individual pages may be downloaded in PDF format using the "Download This Page as a PDF" option on each page. To download a full PDF, please choose from the following:

- Art (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2017-18_grad_art.pdf)
- Arts & Sciences (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2017-18_graduate_school.pdf)
- Medicine (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2017-18_medicine.pdf)
- University College (undergraduate and graduate) (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2017-18_university_college.pdf)

The degree requirements and policies in the 2017-18 Bulletin apply to students entering Washington University during the 2017-18 academic year.

Every effort is made to ensure that the information, applicable policies and other materials presented in the Bulletin are accurate and correct as of the date of publication (September 30, 2017). Washington University reserves the right to make changes at any time without prior notice. Therefore, the electronic version of the Bulletin may change from time to time without notice. The governing document at any given time is the then-current version of the Bulletin, as published online, and then-currently applicable policies and information are those contained in that Bulletin.

For the most current information about available courses and class scheduling, visit WebSTAC (https://acadinfo.wustl.edu). Questions concerning the Bulletin may be addressed to bulletin_editor@wustl.edu.

For more graduate and professional programs, please visit the following website:

- Olin Business School (http://olin.wustl.edu)
About Washington University in St. Louis

Who We Are Today

Washington University in St. Louis, a medium-sized, independent university, is dedicated to challenging its faculty and students alike to seek new knowledge and greater understanding of an ever-changing, multicultural world. The university is counted among the world's leaders in teaching and research, and draws students from all 50 states, the District of Columbia, Guam, Puerto Rico and the Virgin Islands. Students and faculty come from more than 100 countries around the world.

The university offers more than 90 programs and almost 1,500 courses leading to bachelor's, master's and doctoral degrees in a broad spectrum of traditional and interdisciplinary fields, with additional opportunities for minor concentrations and individualized programs. For more information about the university, please visit the University Facts page (http://wustl.edu/about/facts) of our website.

Enrollment by School

For enrollment information, please visit the University Facts page (http://wustl.edu/about/facts/#students) of our website.

Committed to Our Students: Mission Statement

Washington University's mission is to discover and disseminate knowledge, and protect the freedom of inquiry through research, teaching and learning. Washington University creates an environment to encourage and support an ethos of wide-ranging exploration. Washington University's faculty and staff strive to enhance the lives and livelihoods of students, the people of the greater St. Louis community, the country and the world.

Our goals are:

• to welcome students, faculty and staff from all backgrounds to create an inclusive community that is welcoming, nurturing and intellectually rigorous;
• to foster excellence in our teaching, research, scholarship and service;
• to prepare students with attitudes, skills and habits of lifelong learning and leadership thereby enabling them to be productive members of a global society; and
• to be an institution that excels by its accomplishments in our home community, St. Louis, as well as in the nation and the world.

To this end we intend:

• to judge ourselves by the most exacting standards;
• to attract people of great ability from diverse backgrounds;
• to encourage faculty and students to be bold, independent and creative thinkers;
• to provide an exemplary, respectful and responsive environment for living, teaching, learning and working for present and future generations; and
• to focus on meaningful measurable results for all of our endeavors.

Trustees & Administration

Board of Trustees

Please visit the Board of Trustees website (http://boardoftrustees.wustl.edu) for more information.

University Administration

In 1871, Washington University co-founder and then-Chancellor William Greenleaf Eliot sought a gift from Hudson E. Bridge, charter member of the university’s Board of Directors, to endow the chancellorship. Soon it was renamed the "Hudson E. Bridge Chancellorship."

Led by the chancellor, the officers of the university administration are detailed on the university website (http://wustl.edu/about/leadership).

Academic Calendar

The academic calendar of Washington University in St. Louis is designed to provide an optimal amount of classroom instruction and examination within a manageable time frame, facilitating our educational mission to promote learning among both students and faculty. Individual schools, particularly our graduate and professional schools, may have varying calendars due to the nature of particular fields of study. Please refer to each school’s website for more information.

### Fall Semester 2017

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<th>Date</th>
<th>Day</th>
<th>Description</th>
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<tr>
<td>August 28</td>
<td>Monday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>September 4</td>
<td>Monday</td>
<td>Labor Day holiday</td>
</tr>
<tr>
<td>October 14-17</td>
<td>Saturday-Tuesday Fall Break</td>
<td></td>
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<tr>
<td>November 22-26</td>
<td>Wednesday-Sunday Thanksgiving Break</td>
<td></td>
</tr>
<tr>
<td>December 8</td>
<td>Friday</td>
<td>Last day of classes</td>
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<tr>
<td>December 11-13</td>
<td>Monday-Wednesday Reading Days</td>
<td></td>
</tr>
<tr>
<td>December 14-20</td>
<td>Thursday-Wednesday Final Examinations</td>
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Most services are free, and each year, more than 2,000 students can study, work on class projects, or relax. On Sundays and weekday evenings, we offer flexible space for families to go to college, and/or have a documented disability. Undergraduate students who are low-income, the first in their family to go to college, and/or have a documented disability. TRiO, a federally-funded program that offers advising, leadership development, financial assistance, and other support to undergraduate students who are low-income, the first in their family to go to college, and/or have a documented disability. On Sundays and weekday evenings, we offer flexible space where students can study, work on class projects, or relax. Most services are free, and each year, more than 2,000 students participate in one or more of our programs. For more information, visit our website (http://cornerstone.wustl.edu) or call 314-935-5970.

Disability Resources. Cornerstone is also home to Disability Resources, which assists students with disabilities and students with suspected disabilities by providing guidance and accommodations to ensure equal access to our campus, both physically and academically. Disability Resources serves both undergraduate and graduate students enrolled in the schools on the Danforth Campus. Students enrolled as students in the School of Medicine should contact their program director or their program’s Student Affairs staff member. Students enrolled in the Division of Biology & Biomedical Sciences (DBBS) are considered graduate students in Arts & Sciences and are served by Disability Resources. Students may visit our website (http://disability.wustl.edu) or call Cornerstone at 314-935-5970 for more information.

Office for International Students and Scholars. If a student is joining the university from a country other than the United States, this office can assist that individual through its orientation programs, by issuing certificates of eligibility (visa documents), and by offering special services for non-native English speakers in the English Language Programs. In addition, the office provides personal and cross-cultural counseling and arranges social, cultural and recreational activities that foster international understanding on campus.

Washington University recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

**Campus Resources**

**Student Support Services**

Cornerstone: The Learning Center. Located on the first floor of Gregg House on the South 40, Cornerstone is the hub of academic support at Washington University. We provide undergraduate students with help in a variety of forms, including course-specific structured study groups and highly trained academic peer mentors who provide support in locations, at times, and in formats that are convenient for students. Other services include workshops and individual consultations on study skills, time management, and note-taking. Cornerstone also offers fee-based graduate and professional school entrance exam preparation courses. Additionally, Cornerstone administers TRiO, a federally-funded program that offers advising, leadership development, financial assistance, and other support to undergraduate students who are low-income, the first in their family to go to college, and/or have a documented disability. On Sundays and weekday evenings, we offer flexible space where students can study, work on class projects, or relax. Most services are free, and each year, more than 2,000 students participate in one or more of our programs. For more information, visit our website (http://cornerstone.wustl.edu) or call 314-935-5970.

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The Office for International Students and Scholars is located in the Stix International House at 6470 Forsyth Boulevard and on the Medical School campus in the Mid Campus Center (MCC Building), 4590 Children's Place, Room 2043. For more information, visit our website (http://oiss.wustl.edu) or call 314-935-5910.

Medical Student Support Services. For information about Medical Student Support Services, please visit the School of Medicine website (https://medicine.wustl.edu).

The Writing Center. The Writing Center, a free service, offers writing advice to all Washington University undergraduate and graduate students. Tutors will read and discuss any kind of work in progress, including student papers, senior theses, application materials, dissertations, and oral presentations. The Writing Center staff is trained to work with students at any stage of the writing process, including brainstorming, developing and clarifying an argument, organizing evidence, and improving style. Rather than editing or proofreading, tutors will emphasize the process of revision and teach students how to edit their own work. Appointments are preferred and can be made online (http://writingcenter.wustl.edu).

The Writing Center is located in Olin Library on level one.
Meningococcal vaccine proof is required for all incoming year old. (A titer may be provided in lieu of the immunizations.) Two measles, mumps, rubella vaccines after the age of one. All incoming students must provide proof of immunization for any test ordered by our providers. LabCorp serves as our reference lab and is on the student health insurance plan as a preferred provider. The SHS lab can collect 20 tests can be performed in the SHS lab. The remainder of all testing that is ordered by SHS is completed by LabCorp. LabCorp serves as our reference lab and is on the student health insurance plan as a preferred provider. The SHS lab can collect any test ordered by our providers. All incoming students must provide proof of immunization for two measles, mumps, rubella vaccines after the age of one year old. (A titer may be provided in lieu of the immunizations.) Meningococcal vaccine proof is required for all incoming undergraduate students. A PPD skin test in the past six months is required for students entering the university from certain countries. This list of countries may be found on our website. We suggest all students also have Tetanus Diphtheria immunization within the past five years, Hepatitis A vaccine series, Hepatitis B vaccine series and Varicella vaccine. Medical History Forms are available online (http://shs.wustl.edu). Failure to complete the required forms will delay registration and will prevent entrance into housing assignment. Please visit our website (http://shs.wustl.edu) for complete information about requirements and deadlines.

**Mental Health Services** staff members work with students to resolve personal and interpersonal difficulties, including conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. Although some concerns are more frequent than others, students' experiences are as varied as the students themselves. Staff members help each person figure out their own situation. Services include individual, group and couples counseling; crisis counseling; psychiatric consultation; and referral for off-campus counseling. Call 314-935-6666 or visit our website (http://shs.wustl.edu) to schedule an appointment.

**Health Promotion Services** staff members provide information and resources on issues of interest to Washington University students including alcohol and other drugs, weight and body image, sexual health, sleep and stress; customize professional health education programs for groups; and work with groups of students dedicated to educating their peers about healthy decision making. Call 314-935-7139 for more information.

**Important Information About Health Insurance, Danforth Campus**

Washington University has a student health fee designed to improve the health and wellness of the entire Washington University community. This fee supports health and wellness services and programs on campus. In addition, all full-time, degree-seeking Washington University students are automatically enrolled in the Student Health Insurance Plan upon completion of registration. Students may opt out of this coverage if there is proof of existing comprehensive insurance coverage. Information concerning opting out of the student health insurance plan can be found online (http://shs.wustl.edu) after June 1 of each year. Student Health Services does provide billing services to many of the major insurance companies in the United States. Specific fees and co-pays apply to students using Medical Services and Mental Health Services; these fees may be billable to your insurance plan. More information is available on our website (http://shs.wustl.edu).

**Student Health Services, Medical Campus**

For information about student health services on the Medical Campus, please visit the Student Health Services page (http://
Campus Security

The Washington University campus is among the most attractive in the nation and enjoys a safe, relaxed atmosphere. Your personal safety and the security of your property while on campus is a shared responsibility. Washington University has made safety and security a priority through our commitment to a full-time professional police department, use of closed circuit television, card access, good lighting, shuttle services, emergency telephones, and ongoing educational safety awareness programs. The vast majority of crimes that occur on college campuses are crimes of opportunity, which can be prevented.

The best protection against crime is an informed, alert campus community. Washington University has developed several programs to help make your experience here a safe and secure one. An extensive network of emergency telephones, including more than 200 "blue light" telephones, is connected directly to the University Police Department and can alert the police to your exact location. In addition to the regular shuttle service, an evening walking escort service or mobile Campus Circulator is available on the Danforth Campus.

The Campus2Home shuttle will provide a safe ride home for those living in four designated areas off campus — Skinker-DeBaliviere, Loop South, north of The Loop and just south of the campus — from 7:00 p.m. to 4:00 a.m. seven days a week. The shuttle leaves from both the Mallinckrodt Center and the Brookings Drive steps and takes passengers directly to the front doors of their buildings. Shuttle drivers then will wait and watch to make sure passengers get into their buildings safely.

The University Police Department is a full-service organization staffed by certified police officers who patrol the campus 24 hours a day throughout the entire year. The Police Department offers a variety of crime prevention programs including a high-security bicycle lock program, free personal-safety whistles, computer security tags, personal safety classes for women and men, property inventory services and security surveys. For more information on these programs, check out the Washington University Police Department website (http://police.wustl.edu).

In compliance with the Campus Crime Awareness and Security Act of 1990, Washington University publishes online an annual report (http://police.wustl.edu/clerylogsandreports/Pages/default.aspx). Safety & Security: Guide for Students, Faculty, and Staff & Annual Campus Security and Fire Safety Reports, which is available to all current and prospective students on the Danforth Campus and university employees on the Danforth, North and West campuses. To request a hard copy, contact the Washington University Police Department, CB 1038, One Brookings Drive, St. Louis, MO 63130-4899, 314-935-9011.

For information regarding protective services at the School of Medicine, please visit the Security page (https://facilities.med.wustl.edu/security) of the Washington University Operations & Facility Management Department.

University Policies

Washington University has various policies and procedures that govern our faculty, staff and students. Highlighted below are several key policies of the university. Web links to key policies and procedures are available on the Office of the University Registrar website (http://registrar.wustl.edu) and on the university’s Compliance and Policies page (http://wustl.edu/policies). Please note that the policies identified on these websites and in this Bulletin do not represent an entire repository of university policies, as schools, offices and departments may implement policies that are not listed. In addition, policies may be amended throughout the year.

Nondiscrimination Statement

Washington University encourages and gives full consideration to all applicants for admission, financial aid and employment. The university does not discriminate in access to, or treatment or employment in, its programs and activities on the basis of race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, veteran status, disability or genetic information.

Policy on Discrimination and Harassment

Washington University is committed to having a positive learning and working environment for its students, faculty and staff. University policy prohibits discrimination on the basis of race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, veteran status, disability or genetic information. Harassment based on any of these classifications is a form of discrimination and violates university policy and will not be tolerated. In some circumstances such discriminatory harassment may also violate federal, state or local law. A copy of the Policy on Discrimination and Harassment (http://hr.wustl.edu/policies/Pages/DiscriminationAndHarassment.aspx) is available on the Human Resources website.

Sexual Harassment

Sexual harassment is a form of discrimination that violates university policy and will not be tolerated. It is also illegal under state and federal law. Title IX of the Education Amendments of 1972 prohibits discrimination based on sex (including sexual harassment and sexual violence) in the university’s educational programs and activities. Title IX also prohibits retaliation for asserting claims of sex discrimination. The university has designated the Title IX Coordinator identified below to coordinate its compliance with and response to inquiries concerning Title IX.
For more information or to report a violation under the Policy on Discrimination and Harassment, please contact:

**Discrimination and Harassment Response Coordinators**

Apryle Cotton, Asst. Vice Chancellor for Human Resources  
Section 504 Coordinator  
Phone: 314-362-6774  
Email: apryle.cotton@wustl.edu

Leanne Stewart, Employee Relations Manager  
Phone: 314-362-8278  
Email: leannerstewart@wustl.edu

**Title IX Coordinator**

Jessica Kennedy, Director of Title IX Office  
Title IX Coordinator  
Phone: 314-935-3118  
Email: jw kennedy@wustl.edu

You may also submit inquiries or a complaint regarding civil rights to the United States Department of Education's Office of Civil Rights at 400 Maryland Avenue, SW, Washington, DC 20202-1100 or by visiting the U.S. Department of Education website (http://ed.gov) or calling 800-421-3481.

**Student Health**

**Drug and Alcohol Policy**

Washington University is committed to maintaining a safe and healthful environment for members of the university community by promoting a drug-free environment as well as one free of the abuse of alcohol. Violations of the Washington University Drug and Alcohol Policy (http://hr.wustl.edu/policies/Pages/DrugandAlcoholPolicy.aspx) or Alcohol Service Policy (http://pages.wustl.edu/prograds/alcohol-service-policy) will be handled according to existing policies and procedures concerning the conduct of faculty, staff and students. This policy is adopted in accordance with the Drug-Free Workplace Act and the Drug-Free Schools and Communities Act.

**Tobacco-Free Policy**

Washington University is committed to providing a healthy, comfortable and productive work and learning environment for all students, faculty and staff. Research shows that tobacco use in general, including smoking and breathing secondhand smoke, constitutes a significant health hazard. The university strictly prohibits all smoking and other uses of tobacco products within all university buildings and on university property, at all times. A copy of our complete tobacco-free policy (http://hr.wustl.edu/policies/Pages/tobaccofreepolicy.aspx) is available on the Human Resources website.

**Medical Examinations**

Entering students must provide medical information to Student Health Services. This will include completion of a health history and a record of all current immunizations. The university strongly recommends appropriate vaccination for meningococcal disease.

If students fail to comply with these requirements prior to registration, they will be required to obtain vaccinations for measles, mumps and rubella at Student Health Services, if there is no evidence of immunity. They will be assessed the cost of the vaccinations. Students will be unable to complete registration for classes until all health requirements have been satisfied.

If students are unimmunized, they may be barred from classes and from all university facilities, including housing units, if in the judgment of the university their continued presence would pose a health risk to themselves or to the university community.

Medical and immunization information is to be given via the Student Health Services (http://shs.wustl.edu) website. All students who have completed the registration process should access the website and create a student profile by using their WUSTL Key. Creating a student profile enables a student to securely access the medical history form. Fill out the form and follow the instructions for transmitting it to Student Health Services. Student information is treated securely and confidentially.

**Student Conduct**

The Student Conduct Code sets forth community standards and expectations for Washington University students. These community standards and expectations are intended to foster an environment conducive to learning and inquiry. Freedom of thought and expression is essential to the university’s academic mission.

Disciplinary proceedings are meant to be informal, fair and expeditious. Charges of non-serious misconduct are generally heard by the student conduct officer. With limited exceptions, serious or repeated allegations are heard by the campuswide Student Conduct Board or the University Sexual Assault Investigation Board where applicable.

Complaints against students that include allegations of sexual assault or certain complaints that include allegations of sexual harassment in violation of the Student Conduct Code are governed by the procedures found in the University Sexual Assault Investigation Board Policy (https://wustl.edu/about/compliance-policies/governance/usaib-procedures-complaints-sexual-assault-featured-students), which is available online or in hard copy from the Title IX coordinator or the director of Student Conduct and Community Standards.

Students may be accountable to both governmental authorities and to the university for acts that constitute violations of law and the Student Conduct Code.

For a complete copy of the Student Conduct Code (https://wustl.edu/about/compliance-policies/academic-policies), visit the university website.
Undergraduate Student Academic Integrity Policy

Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research. Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential.

In all academic work, the ideas and contributions of others must be appropriately acknowledged, and work that is presented as original must be, in fact, original. Faculty, students and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University.

Scope and Purpose

This statement on academic integrity applies to all undergraduate students at Washington University. Graduate students are governed by policies in each graduate school or division. All students are expected to adhere to the highest standards of behavior.

The purpose of the statement is twofold:

• To clarify the university's expectations with regard to undergraduate students' academic behavior, and

• To provide specific examples of dishonest conduct. The examples are only illustrative, not exhaustive.

Violations of This Policy Include, but Are Not Limited To:

1. Plagiarism

Plagiarism consists of taking someone else's ideas, words or other types of work product and presenting them as one's own. To avoid plagiarism, students are expected to be attentive to proper methods of documentation and acknowledgment. To avoid even the suspicion of plagiarism, a student must always:

• Enclose every quotation in quotation marks and acknowledge its source.

• Cite the source of every summary, paraphrase, abstraction or adaptation of material originally prepared by another person and any factual data that is not considered common knowledge. Include the name of author, title of work, publication information and page reference.

• Acknowledge material obtained from lectures, interviews or other oral communication by citing the source (name of the speaker, the occasion, the place and the date).

• Cite material from the internet as if it were from a traditionally published source. Follow the citation style or requirements of the instructor for whom the work is produced.

2. Cheating on an Examination

A student must not receive or provide any unauthorized assistance on an examination. During an examination a student may use only materials authorized by the faculty.

3. Copying or Collaborating on Assignments without Permission

When a student submits work with their name on it, this is a written statement that credit for the work belongs to that student alone. If the work was a product of collaboration, each student is expected to clearly acknowledge in writing all persons who contributed to its completion.

Unless the instructor explicitly states otherwise, it is dishonest to collaborate with others when completing any assignment or test, performing laboratory experiments, writing and/or documenting computer programs, writing papers or reports, and completing problem sets.

If the instructor allows group work in some circumstances but not others, it is the student's responsibility to understand the degree of acceptable collaboration for each assignment, and to ask for clarification if necessary.

To avoid cheating or unauthorized collaboration, a student should never:

• Use, copy or paraphrase the results of another person's work and represent that work as one's own, regardless of the circumstances.

• Refer to, study from or copy archival files (e.g., old tests, homework, solutions manuals or backfiles) that were not approved by the instructor.

• Copy another's work, or permit another student to copy one's work.

• Submit work as a collaborative effort if they did not contribute a fair share of the effort.

4. Fabrication or Falsification of Data or Records

It is dishonest to fabricate or falsify data in laboratory experiments, research papers or reports or in any other circumstances; to fabricate source material in a bibliography or "works cited" list; or to provide false information on a résumé or other document in connection with academic efforts. It is also dishonest to take data developed by someone else and present them as one's own.

Examples of falsification include:

• Altering information on any exam, problem set or class assignment being submitted for a re-grade.

• Altering, omitting or inventing laboratory data to submit as one's own findings. This includes copying laboratory data from another student to present as one's own; modifying
data in a write-up; and providing data to another student to submit as one's own.

5. Other Forms of Deceit, Dishonesty or Inappropriate Conduct
Under no circumstances is it acceptable for a student to:

• Submit the same work, or essentially the same work, for more than one course without explicitly obtaining permission from all instructors. A student must disclose when a paper or project builds on work completed earlier in their academic career.
• Request an academic benefit based on false information or deception. This includes requesting an extension of time, a better grade or a recommendation from an instructor.
• Make any changes (including adding material or erasing material) on any test paper, problem set or class assignment being submitted for a re-grade.
• Willfully damage the efforts or work of other students.
• Steal, deface or damage academic facilities or materials.
• Collaborate with other students planning or engaging in any form of academic misconduct.
• Submit any academic work under someone else’s name other than one’s own. This includes but is not limited to sitting for another person’s exam; both parties will be held responsible.
• Engage in any other form of academic misconduct not covered here.

This list is not intended to be exhaustive. To seek clarification, students should ask the professor or the assistant to the instructor for guidance.

Reporting Misconduct

Faculty Responsibility
Faculty and instructors are strongly encouraged to report incidents of student academic misconduct to the academic integrity officer in their school or college in a timely manner so that the incident may be handled fairly and consistently across schools and departments. Assistants to the instructor are expected to report instances of student misconduct to their supervising instructors. Faculty members are expected to respond to student concerns about academic dishonesty in their courses.

Student Responsibility
If a student observes others violating this policy, the student is strongly encouraged to report the misconduct to the instructor, to seek advice from the academic integrity officer of the school or college that offers the course in question, or to address the student(s) directly.

Exam Proctor Responsibility
Exam proctors are expected to report incidents of suspected student misconduct to the course instructor and/or the Disability Resource Center, if applicable.

Procedure

Jurisdiction
This policy covers all undergraduate students, regardless of their college of enrollment. Cases will be heard by school-specific committees according to the school in which the class is listed, not the school in which the student is enrolled. All violations and sanctions will be reported to the student's college of enrollment.

Administrative Procedures
Individual undergraduate colleges and schools may design specific procedures to resolve allegations of academic misconduct by students in courses offered by that school, so long as the procedures are consistent with this policy and with the Student Conduct Code.

Student Rights and Responsibilities in a Hearing
A student accused of an academic integrity violation, whether by a professor, assistant to instructor, academic integrity officer or student, is entitled to:

• Review the written evidence in support of the charge.
• Ask any questions.
• Offer an explanation as to what occurred.
• Present any material that would cast doubt on the correctness of the charge.
• Determination of the validity of the charge without reference to any past record of misconduct.

When responding to a charge of academic misconduct, a student may:

• Deny the charges and request a hearing in front of the appropriate academic integrity officer or committee.
• Admit the charges and request a hearing to determine sanction(s).
• Admit the charges and accept the imposition of sanctions without a hearing.
• Request a leave of absence from the university. The academic integrity matter must be resolved prior to re-enrollment.
• Request to withdraw permanently from the university with a transcript notation that there is an unresolved academic integrity matter pending.

A student has the following responsibilities in resolving the charge of academic misconduct:

• Admit or deny the charge. This will determine the course of action to be pursued.
• Provide truthful information regarding the charges. It is a Student Conduct Code violation to provide false information to the university or anyone acting on its behalf.

Sanctions

If Found Not in Violation of the Academic Integrity Policy

If the charges of academic misconduct are not proven, no record of the allegation will appear on the transcript.

If Found in Violation of the Academic Integrity Policy

If, after a hearing, a student is found to have acted dishonestly, or if a student has admitted to the charges prior to a hearing, the school’s academic integrity officer or committee may impose sanctions, including but not limited to the following:

• Issue a formal written reprimand.
• Impose educational sanctions, such as completing a workshop on plagiarism or academic ethics.
• Recommend to the instructor that the student fail the assignment. (A grade is ultimately the prerogative of the instructor.)
• Recommend to the instructor that the student fail the course.
• Recommend to the instructor that the student receive a course grade penalty less severe than failure of the course.
• Place the student on disciplinary probation for a specified period of time or until defined conditions are met. The probation will be noted on the student’s transcript and internal record while it is in force.
• In cases serious enough to warrant suspension or expulsion from the university, refer the matter to the Student Conduct Board for consideration.

Additional educational sanctions may be imposed. This list is not intended to be exhaustive.

Withdrawing from the course will not prevent the academic integrity officer or hearing panel from adjudicating the case, imposing sanctions or recommending grade penalties, including a failing grade in the course.

A copy of the sanction letter will be placed in the student’s academic file.

Appeals

If a student believes the academic integrity officer or the committee did not conduct a fair hearing, or if a student believes the sanction imposed for misconduct is excessive, they may appeal to the Student Conduct Board within 14 days of the original decision. Appeals are governed by Section VII C of the Student Conduct Code.

Records

Administrative Record-Keeping Responsibilities

It is the responsibility of the academic integrity officer in each school to keep accurate, confidential records concerning academic integrity violations. When a student has been found to have acted dishonestly, a letter summarizing the allegation, the outcome and the sanction shall be placed in the student’s official file in the office of the school or college in which the student is enrolled.

Additionally, each school’s academic integrity officer shall make a report of the outcome of every formal accusation of student academic misconduct to the director of Student Conduct and Community Standards, who shall maintain a record of each incident.

Multiple Offenses

When a student is formally accused of academic misconduct and a hearing is to be held by an academic integrity officer, a committee, or the Office of Student Conduct and Community Standards, the person in charge of administering the hearing shall query the Office of Student Conduct and Community Standards about the student(s) accused of misconduct. The director shall provide any information in the records concerning that student to the integrity officer. Such information will be used in determining sanctions only if the student is found to have acted dishonestly in the present case. Evidence of past misconduct may not be used to resolve the issue of whether a student has acted dishonestly in a subsequent case.

Reports to Faculty and Student Body

School and college academic integrity officers are encouraged to make periodic (at least annual) reports to the students and faculty of their school concerning accusations of academic misconduct and the outcomes, without disclosing specific information that would allow identification of the student(s) involved.

Graduate Student Academic Integrity Policies

For graduate student academic integrity policies, please refer to each individual graduate school.

Statement of Intent to Graduate

Students are required to file an Intent to Graduate at WebSTAC (https://acadinfo.wustl.edu) prior to the semester in which they intend to graduate. Additional information is available in the dean’s offices of each school and in the Office of the University Registrar (http://registrar.wustl.edu).
Student Academic Records and Transcripts

The Family Educational Rights and Privacy Act of 1974 (FERPA) — Title 20 of the United States Code, Section 1232g, as amended — provides current and former students of the university with specific rights of access to and control over their student record information. In compliance with the statute, appropriate federal regulations and guidelines recommended by the American Association of Collegiate Registrars and Admissions Officers, the university has adopted procedures that implement these rights.

A copy of the university policies regarding educational records and the release of student record information is available from the Office of the University Registrar (http://registrar.wustl.edu) and the university website (http://www.wustl.edu).

Transcript requests may be submitted to the Office of the University Registrar through WebSTAC. Instructions and additional information are available on the University Registrar website (http://registrar.wustl.edu).

University Affiliations

Washington University is accredited by the Higher Learning Commission (https://www.hlcommission.org) (800-621-7440). Washington University is a member of the Association of American Universities, the American Council on Education, the College Board, and the Independent Colleges and Universities of Missouri.

The College of Arts & Sciences is a member of the Center for Academic Integrity and the American Association of College Registrars.

The College of Architecture was one of the eight founding members of the Association of Collegiate Schools of Architecture (ACSA) in 1912.

The Graduate School is a founding member of both the Association of Graduate Schools and the Council of Graduate Schools.

The Graduate School of Architecture & Urban Design's Master of Architecture degree is accredited by the National Architectural Accreditation Board (NAAB).

The Sam Fox School of Visual Arts & Design (Art) is a founding member of, and is accredited by, the National Association of Schools of Art and Design (NASAD).

The Olin Business School is a charter member of the Association to Advance Collegiate Schools of Business International (AACSB) (AACSB).

In the School of Engineering & Applied Science, many of the professional degrees are accredited by the Engineering Accreditation Commission of ABET (http://abet.org).

University College is a member of the University Professional and Continuing Education Association, the North American Association of Summer Sessions, the Association of University Summer Sessions and the Center for Academic Integrity. Business-related programs in University College are not accredited by the Association to Advance Collegiate Schools of Business (AACSB International).

The School of Law is accredited by the American Bar Association, The School of Law is a member of the Association of American Law Schools, the American Society of Comparative Law, the Clinical Legal Education Association, the Southeastern Association of Law Schools, the Central Law Schools Association, the Mid-America Law Library Consortium, the American Association of Law Libraries, and the American Society of International Law.

The School of Medicine is a member of the Liaison Committee on Medical Education.

The Brown School at Washington University is accredited by the Council on Social Work Education and the Council on Education for Public Health.

The University Libraries are a member of the Association of Research Libraries.

The Mildred Lane Kemper Art Museum is nationally accredited by the American Alliance of Museums.
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 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.

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

Courses
Courses include:

- S15 SWCR (Core) (p. 17)
- S20 SWHS (History & Professional Theme) (p. 18)
- S30 SWDP (Direct Practice) (p. 19)
- S31 SWDP (Direct Practice) (p. 21)
- S40 SWSP (Social Policy) (p. 24)
- S48 SWSP (Social Policy) (p. 25)
- S50 SWSA (Social Administration) (p. 25)
- S55 MPH (Public Health) (p. 27)
- S60 SWCD (Community Development) (p. 34)
- S65 SWCD (Community Development) (p. 36)
- S70 SWPR (Practicum) (p. 38)
- S80 SCWK (Social Work) (p. 38)
- S81 SWIP (Independent Study) (p. 38)
- S90 SWDT (Doctoral) (p. 43)

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: S15-5005, 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: S15-5005, 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 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 3030 Interrogating Health, Race, and 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 InterD 4001 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 4992 The Business of Us All: In/Equality in Theory and Practice

This course uses a transdisciplinary approach to discuss in/equality and its interrelated topics of inequality, inequity and social justice. While the focus is on the U.S. predominantly, lessons learned from our global partners are important components of our discussions. The course will emphasize the implications of our findings for other ethnic/racial minorities around the world. Equality speaks to issues of priority, fairness and impartiality. On the other hand, inequality is defined as marked difference among individuals or groups of individuals in the distribution of social goods. Inequity, which considers bias, discrimination and injustice in distributive systems, pushes the discussion further. As the various forms of social, political and economic inequalities are mutually reinforced, we examine economic inequality, residential segregation and housing quality; dis/investment in neighborhoods and communities; resource allocation to low income, city and predominantly ethnic minority schools; academic underachievement of minority youth; access to and provision of appropriate health care; curtailment of social welfare programs; the presentation of stereotypical images of persons of color in the media and school curricula; morbidity, mortality, and longevity rates for persons of color; environmental hazards; the surge in incarceration related to substance abuse and escalating criminal prosecution, as well as discriminatory behavior of police and judges. All of the foregoing is made worse by race and gender status variables. Such factors cannot be considered inconsequential to social im/mobility and equality in the larger society. The collateral damage borne by the intergenerational transfer of social im/mobility and inequity to future generations are integral to course discussions. Same as I50 InterD 4992 Credit 3 units. A&S IQ: LCD EN: H

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 5014 Social Justice: Exploring the Reality of America's Promise
This course is designed to explore the civic principles that have shaped America, and to juxtapose these principles with the reality of American life. Specifically, how have the values of "liberty," "equality," and "justice for all" been understood, and to what extent have they been fulfilled in contemporary American society? These questions will be pursued from both a philosophical and social science perspective in order to provide students with a broad framework for analyzing what it means to be an American and whether we have created a society that is consistent with these three core American principles. Prerequisite: S15-5012. Credit 3 units.

S20 SWHS 5017 Management & Leadership of Organizations
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 3 credits in Leadership/Management. Corequisite S15-5039. 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 IS0 InterD 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. Prerequisite: 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: S15-5038. Credit 3 units. Arch: GAMUD, GAUI, UI

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 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. Same as SS5 MPH 5325 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, video and role-plays, with patients with depression, anxiety and personality disorders. Prerequisites: S15-5038 and pre/corequisite S30-5502. 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 techniques will be provided throughout the course. Credit 3 units.

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. Prerequisites: S15-5038 & S20-4011. 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 by this 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 7325 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 7326 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 7327 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 7330 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 biological, socioemotional, and behavioral processes that endure to perpetuate health disparities in adulthood. Simultaneously, students will review evidence for preventive interventions targeting families, schools, and communities designed to foster resilience in the face of adversity. Emphasis will be placed on challenges to implementing programs and policies at scale. From this course, students will develop 1) a realistic appreciation for why programs and policies struggle to break the cycle of poverty, 2) the ability to think critically about implementing best practices within the settings in which they work, and 3) a language to translate strong science into practice and policy. This course builds upon foundational course work in human behavior or health behavior, as well as expands upon knowledge of other individual and public health interventions. Prerequisites S15-5011 or S20-3022/S55-5001.

Credit 3 units.

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. Pre/Corequisite: S30-5453.

Credit 3 units.

S30 SWDP 9150 Death and Dying
Covers concepts and clinical skills that help social workers deal effectively with dying and grieving people and other loss situations. Attention is paid to larger ethical and philosophical issues raised by death. Prerequisite: S15-5038.

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 4000 Social Work & American Indians
Offered in conjunction with the Kathryn M. Buder Center for American Indian Studies. Addresses appropriate practice approaches, treatment modalities and skills, considers the history, culture and traditions of American Indian peoples, the impact of social policy and legislation on clinical interventions, and the importance of groups and families in clan and tribal systems. Pre/Corequisite: S15-5038.

Credit 3 units.
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 5141 Human Sexuality & Therapeutic Interventions
Explores theories of human sexuality underlying the practice of sexual therapy. Reviews the etiologies of male and female dysfunctions and various approaches to treatment, including the treatment of special groups such as the disabled and the aged. Examines ethical issues in the field of sex therapy. 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 transforming clients' knowledge, attitudes and behavior and 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 specialities. 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 programs 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, Part 2

Part II. Population is Washington University undergraduate student group. 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 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 5200 Spirituality and Social Work

Explores the intersection between spirituality/religion and the profession of social work. Empirical literature associated with spirituality will be presented. Various spiritual/religious traditions will be highlighted, particularly those with the most applicability within North America. Implications for clinical and community practice will be examined. The profession's code of ethics will be used to frame the course material. Prerequisite: S15-5038. Credit 3 units.

S31 SWDP 5230 Evidence-Based Child Welfare Practices

Practice in child welfare requires understanding of the complex intersection of client-system characteristics, services provided within and outside the child welfare agency, and policy. This course will focus on the child welfare system from point of referral through in-home services, foster care and adoption decisions. This course builds on content regarding child development available in the practice and theory courses in the Child Youth and Family or Violence Prevention Concentrations. This course focuses on intervention with families and children contacting child welfare. Primary prevention and research associated with abuse and neglect are covered in the TPS course on Child Maltreatment. Students will be exposed to select empirically supported best practices at the child, family and system levels and how these intersect with policy, client characteristics and community resources. Best and current practices will be explored through readings, guest speakers, interviews with regional agency staff, and course assignments. The role of social class, gender, ethnicity, culture, sexual orientation, physical disability and mental disorder will be discussed. The values and ethical dilemmas of child welfare practice will be explored, especially around the assessment of parenting adequacy and permanency issues. The course is designed to expose students to cutting-edge practices to support both entry-level practice and future child welfare leadership. Prerequisites: S15-5038 & S20-1011. 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/origin. 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.
S40 SWSP (Social Policy)


S40 SWSP 5601 Comparative Health and Social Policy: China and the U.S.
This 2-credit seminar will cover the development of health policy reform in China and the United States, with an emphasis on policy analysis techniques and methods that can be used to draw conclusions about the development of health policy. The course uses the development of rapid changes in the Chinese health system over the last 10-15 years, and similar changes that also happened in the U.S. over the same time frame to draw important conclusions about the process, and the methods that can be used to apply to these comparative examples. Topics explored will include, but may not be limited to: the Rural Cooperative Medical System Reform in China, provider shortages in China and the U.S., demographics and the challenges this creates for health reform, health disparities across individuals and regions, and factors contributing to medical cost inflation. The course will be developed over two phases, with the first phase occurring in the classroom here in St. Louis, and with the culmination occurring with a short visit to Washington, D.C., where students will be able to observe the U.S. policy system in action. In addition, students will explore new areas of social work services such as those provided in the Army and to children and families of those serving for the Army, which is a new idea and has not been implemented in social work practice in China.
Credit 2 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 S55-5004.
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. Pre- or corequisite: S15-5040.
Credit 3 units.

S40 SWSP 5751 American Indian Societies, Cultures, and Values

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. Examines 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.
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. Examines 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: Historical & Cultural Encounters

Same as W76-784S (Law). Enrollment limit: approx. 10 law students + 10 social work students. This course explores sexuality, law, and social work as discourses and as regulatory instruments. Using this lens and emphasizing changing norms over time, we will examine a range of specific topics, such as America's historical slave economy and its impact on sexual values and practices; sexual violence and efforts to reduce it (on campus, in the military, in the home, and elsewhere); different understandings of sexual pleasure and the suppression of pleasure for socially devalued groups (women, the elderly, and individuals with disabilities); the medicalization of sex, pregnancy and childbirth; traditional marriage and various alternatives; sexual initiation and education; LGB, intersexual, asexual, and trans identities; and sex research. To support this course’s explicitly transdisciplinary focus, we will study materials from law, social work, sexology, literature and popular culture and contrast conventional legal analysis with feminist and other frameworks, including queer theory, social constructionism, intersectionality theory, and symbolic interactionism. Professor Susan Appleton from the School of Law and Professor Susan Stiritz from the George Warren Brown School of Social Work will co-teach the course. Enrollment will include a mix of law students and social work students, with joint JD-MSW students and MSW students pursuing the specialization in Sexual Health and Education especially welcome. Law students will become acquainted with sources, methodologies, and frameworks that highlight the dynamic relationship between culture and law, privacy and legal regulation, and power and sexual citizenship. Social work students will become acquainted with the language of law, assumptions underlying legal regulation, and law and social work's aspirations and shortcomings. All students will have opportunities to converse across disciplines and to develop and to use both personal experiences and imagination to enrich understanding. The class will meet weekly for two hours, and class discussion of assigned readings will form a significant component of the course. Students’ writing assignments will emphasize policy (in the form of law reform proposals, policy briefs, op-ed pieces, and/or reflection or reaction papers). Grades will be based on writing assignments and contributions
to the class discussions. Field trips and films will supplement the curriculum. For social work students with individualized concentrations, this course may fulfill their policy requirement. 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. Prerequisites: 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 macro economic 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 5020 Board Governance & Volunteer Management
Examines the roles and the effectiveness of board members and volunteers in not-for-profit (NFP) organizations, particularly social service organizations. Explores the policymaking and governance roles of boards of directors and the program support roles of other volunteers. 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 & S15-6040. 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 5056 Implementing & Evaluating Evidence-Based Practice
Social service agencies and practitioners striving to improve client outcomes can draw on an increasing supply of interventions with demonstrated effectiveness. However, such interventions often prove challenging to implement and sustain in real-world settings, and robust methods to evaluate them often have a poor fit with traditional evaluation approaches. This course will help students gain knowledge and basic skills in the processes of implementing and evaluating evidence-based practices. This course fulfills 3 credits in Leadership/Management. Prerequisite: S15-5038. Credit 3 units.

S50 SWSA 5060 Social Entrepreneurship
The course is designed for students who are interested in understanding the field of social entrepreneurship. It studies the entrepreneurial concepts and practices that are integral to successful innovation. Even if a student is not interested in starting a venture of their own, understanding the entrepreneurial process will enhance productivity for other programs and organizations. 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 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. 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
(Replaces S50-5067 and S50-5068.) Students must pre-register. 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. Includes applied learning experiences. Prerequisites: S15-5015 & S15-5038. Corequisite: Concentration Practicum. Corequisite with S50-5050 Evaluation of Programs & Services 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 5705 Geriatric Interdisciplinary Teams
Interdisciplinary collaboration is a foundation of geriatric care, yet students are often trained with little exposure to the theories, methods, and practice techniques of disciplines complementary to their own. The purpose of this course is to bring together students across schools and disciplines who are training to work with older adults. Students will learn about 1) the theories and methods typical of each discipline, and 2) features of effective interdisciplinary teamwork that are essential in high-quality geriatric care.
Same as IS5 InterD 5001
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: SS 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 Foundations of Public Health: 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 Foundations of Public Health: 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 Foundations of Public Health: 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 Foundations of Public Health: 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 S40 SWSP 5742
Credit 3 units.

S55 MPH 5005 Foundations of Public Health: 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 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. Same as S65 SWCD 5082 Credit 3 units.

S55 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.

S55 MPH 5107 Global Health Governance and Policies
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.

S55 MPH 5114 Mental and Behavioral Health Epidemiology
This course covers the public health burden and potential causes of common mental and behavioral health problems, such as depression, anxiety disorders, and addictions. The course will be divided into three sections: I) defining and measuring mental and behavioral health problems; II) risk and causal factors for mental and behavioral health problems — from cells to society; III) the use of epidemiologic findings to inform mental/behavioral health policy and prevention. Prerequisites: S55-5002 & S55-5003 or permission of instructor. Credit 3 units.

S55 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.

S55 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.
S55 MPH 5121 Advanced Health Policy Methods
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 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 5177 Skill Lab: Effective Meeting Management and Group Facilitation
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. 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. This course can be taken through the cross-
listed course number S80-5003 to fulfill the requirement formerly fulfilled by S80-5001 Advanced Statistics in the Research Specialization within the MSW Program. 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 5321 TPS: Tobacco Control in Public Health**

Tobacco use is the leading cause of preventable death and disease in the United States. The reduction of tobacco use by more than half is one of the most important public health successes in the 20th century. This course will explore tobacco control as a public health issue. The course adopts a cells-to-society approach, and students will study a variety of topics from the genetics of nicotine dependence to evidence-based national and international tobacco control policies. Students will work in groups and have access to relevant epidemiologic, economic, and policy data sets related to tobacco. Each student group will work on a semester-long project that will focus on an important current public health issue related to tobacco use. 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 InterD 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 5340 TPS: Geriatric Interdisciplinary Teams
Interdisciplinary collaboration is a foundation of geriatric care, yet students are often trained with little exposure to the theories, methods, and practice techniques of disciplines complementary to their own. The purpose of this course is to bring together students across schools and disciplines who are training to work with older adults. Students will learn about 1) the theories and methods typical of each discipline, and 2) features of effective interdisciplinary teamwork that is essential in high-quality geriatric care.
Same as IS0 InterD 5001
Credit 3 units.

S55 MPH 5350 TPS: Criminal Justice Involved Adults: Practice & Policy Interventions
This course will extend our understanding of the how the U.S. adult criminal justice system intersects with social work and public health professions and client systems. The course will devote particular attention to the overrepresentation of people in prisons and jails with psychiatric and behavioral disorders and members of ethnic minority groups. The collateral consequences of criminal justice involvement such as health disparities, impact on families and children, increased risk for interpersonal violence, and intergenerational transmission of inequality will be emphasized. The ways in which working with adults in the criminal justice system (and their families) can promote social and economic justice and public health will be explored. This problem-solving course will focus on existing evidence-based practices as well as the development of multi-level evidence-based interventions pertinent to social work and public health professionals. This course is applicable to any social work or public health student regardless of whether the student plans to work in a criminal-justice-specific setting.
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 5365 TPS: 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 materials 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.
Same as S31 SWDP 5153
Credit 3 units.

S55 MPH 5371 TPS: Using Participatory Approaches for Community Well-Being in Shirati, Tanzania
This course will be held on-location in Tanzania. This course is by pre-registration only. Application also required. In this course, students will gain direct experience using community development techniques, learn about the operation of a nonprofit organization in Africa, understand water and sanitation issues and interventions and become familiar with the Community Health Worker model. Students will work in close collaboration with staff of Maji Safi, an NGO based in Shirati, Tanzania, to design and implement a community engagement process using participatory techniques. Students will learn techniques such as social and resource mapping, seasonal diagramming, 24-hour day, institutional diagramming, vision matrices, historical timelines, problem identification and prioritization, and community action planning. In working teams, Maji Safi staff and students will use these techniques to conduct an appraisal of community well-being and needs among fishing communities in the Shirati area. Students will be involved in all stages of planning, implementing and documenting the process. Teams will produce visual products and reports of the process and discuss issues related to facilitation, rapport building, inclusive processes, challenges of participatory processes and next steps for community planning. Prerequisites: Second-year ISED and Global Health concentration students preferred, but not required.
Students must apply online (http://sa.wustl.edu). Only students selected for the course will be allowed to participate.

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: International Family Planning and Reproductive Health
This course will provide an overview of the critical issues in international family planning and reproductive health. We will trace the evolution of the field from its demographic roots to the current, broader perspective on sexual and reproductive health and rights. The main theoretical models to explain the determinants of fertility and reproductive mortality and morbidity will be presented, and demographic data will be used to describe global family planning and reproductive health trends and patterns over time. Students will be engaged in key 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 5375 TPS: Pregnancy Outcomes: Social, Biological, and Environmental Determinants
This course will introduce students to general biological processes of pregnancy and birth outcomes, including pregnancy loss and preterm birth, in order to understand the epidemiology of reproductive and perinatal health. Subsequently, students will evaluate social and environmental determinants of birth outcomes with emphasis on racial and ethnic disparities, and traditional and modern environmental exposures such as lead, Bisphenol-A (BPA), and phthalates. The course also will explore community, social and behavioral interventions aimed at improving maternal and perinatal health. Prerequisites: S55-5000; S55-5002; S55-5003.

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 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 5906 Culminating Experience - CACE Exam
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 selected by a faculty committee. The Culminating Experience CACE Exam is a 1-credit hour course in which students will complete this exam. The exam will be offered on one day only each semester. This exam will determine: (1) the student's mastery of the program competencies in public health core areas and transdisciplinary problem solving; (2) integration and synthesis of knowledge across public health disciplines; (3) ability to apply public health knowledge in real-world problem solving; and (4) mastery of specialization-specific competencies that vary based on each student's area of specialized study. Students will receive the case and all supporting materials in advance of the exam. The exam is Pass/Fail, and a passing grade is required to complete the MPH program. This course is the second of two courses in the Culminating Experience sequence. Students should enroll in S55-5905 and S55-5906 concurrently.

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.

S55 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 S55-5003 Foundations of Public Health: Biostatistics and S55-5000 Research Methods. This course is strongly recommended for students taking S55-5011 Epidemiology Methods.
Credit 1 unit.

S55 MPH 5961 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.
Credit 1 unit.

S55 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.

S55 MPH 5963 Skill Lab: Data Management
This skill lab will introduce students to the basic aspects of data management, starting with planning their database, moving to collecting, entering and cleaning data. Other topics will include data types, creating and recoding variables, formats and value labels, data dictionaries, missing data, and merging data. Students will learn to use descriptive statistics to quickly assess data integrity. Course will be hands-on, primarily using Stata with other software where relevant. A majority of time spent working with data involves cleaning, manipulating, and preparing for analysis. This workshop will focus on these skills.
Credit 1 unit.

S55 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.

S55 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.

S55 MPH 5967 Skill Lab: Conducting Systematic Reviews
Students will learn a step-by-step method for conducting systematic reviews, in Academic Search Complete, and synthesizing findings. Students will also learn how to organize studies and use the write and cite feature in the free reference manager, Mendeley.
Credit 1 unit.

S55 MPH 5968 Skill Lab: Communication: Core Skills
This course will help students enhance their skills and effectiveness when communicating ideas and information to professional and public audiences. Students will learn and apply specific strategies to achieve simplicity, clarity, engagement and impact. Skills learned in this class can be broadly applied across a range of media and communication-centric activities like presenting, grant writing and teaching to achieve goals in public health, social work and other professions.
Credit 1 unit.
S55 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 will provide students with an opportunity to work through the health policy development and proposal process. Possible guest lecturers. Credit 1 unit.

S55 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.

S55 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, etc. Prerequisite: successful completion of a previous Stata Skill Lab or by 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 & 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 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 Special Topics: 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
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, and related interventions in a range of substantive fields and contexts. Prerequisite: S15-5012. Credit 3 units.

S60 SWCD 5076 Social and Economic Development/Redevelopment Part 1
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 Kersee 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. Arch: GAMUD, GAUI

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

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 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 coursework 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 coursework or experience that has prepared you for participation. Statements should be emailed to ljensk@wustl.edu. Credit 3 units. Arch: GAMUD, GAUI

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 Mxd Income Hsng: Evaluating & Maximizing Prop Perf & Srvc Dl 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.
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-Kersee 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. Enrolment 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 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 understanding of how to advance economically sound community development and how to strategize in developing policies that can 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 the Hubbard House. Students will live in Hubbard House, owned and operated by the Diocese of Belleville, located in East St. Louis. (This is non-negotiable for students.) Students will need to complete an essay and basic application in order to be admitted into the course. A letter of reference or reference list may be requested by the professor. The program is limited to 15 students. If students are interested in the program and want to obtain an application, they should contact the program coordinator.

Credit 3 units.

S60 SWCD 5089 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.

Same as S55 MPH 5351

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 I. 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 on 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 policy/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. Areas where lawyers and social workers intersect will be covered, including: unauthorized practice of law, supervision by social worker of attorney, confidentiality, and domestic violence advocates as expert witnesses. Students will spend six hours in an observational/reflective practice immersion experience. Same as W74 Law 608C
Credit 2 units.

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 organizational startup, 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: S15-5005 & 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 U.S. and the several 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 economic development, including the right of Indian nations to operate gaming enterprises on their reservations; and jurisdictional conflicts between and among the U.S., Indian nations, and the states over 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 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. The manner of evaluating students will be discussed and determined by democratic vote of the students in the first two weeks of class. In the past, students have elected to be evaluated based on their performance on examinations (including three-hour, open-book, in-class final examinations and multiple-day, open-book, take-home final examinations), papers, or some combination of both. Anonymous grading is preferred, but may not be possible if students elect to write papers on topics of their own choosing. No prerequisites.
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.
S65 SWCD 5660 Designing Sustainable Social Policies & Programs: A System Dynamics Approach
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. Covers model structure and its relationships to prior knowledge and assumptions, measurable quantities, and ultimate use in solving problems. Application areas include social interventions, policymaking, business, and engineering systems. Prerequisites: S15-5005 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

S70 SWPR 5012 Foundation Practicum, Second Semester

S70 SWPR 5013 Foundation Practicum, Third Semester

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.

S70 SWPR 5111 Social and Economic Development Concentration Seminar

S80 SCWK (Social Work)

S80 SCWK 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. 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. This course can be taken through the cross-listed course number S80-5003 to fulfill the requirement formerly fulfilled by S80-5001 Advanced Statistics in the Research Specialization within the MSW Program. Same as S55 MPH 5230. Credit 3 units.

S81 SWIP (Independent Study)

S81 SWIP 5027 Art Therapy Skills
In this theory-based experiential lab, students will become acquainted with beginning literature in art therapy and will develop a beginning understanding of image formation and nonverbal processes in clinical practice. The lab will provide an
overview of art methods and materials as an expression of the therapeutic holding environment; and practice in "visual listening" skills. Students should have some familiarity with art materials. A paper will be required. Weekend course. Prerequisite: S15-5038. 
Credit 1 unit.

S81 SWIP 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 S55 MPH 5041. 
Credit 1 unit.

S81 SWIP 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 S55 MPH 5042. 
Credit 1 unit.

S81 SWIP 5048 Motivational Interviewing Fundamentals
Motivational Interviewing (MI) is a clinical method to help people resolve ambivalence about change by evoking intrinsic motivation and commitment. This course will review the basic spirit, principles, and strategies of MI, particularly ways to evoke change talk and handle resistance. Students will be given the opportunity to practice the skills in the classroom setting. The use of MI in conjunction with other counseling styles and interventions will also be discussed. 
Credit 1 unit.

S81 SWIP 5049 Cognitive Processing Therapy
Cognitive Processing Therapy (CPT) is an evidence-based treatment for Post-Traumatic Stress Disorder. This course 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 5050 MSW Research Seminar I
Prerequisites: S15-5005, and student has met Statistics prerequisite for MSW program, or completion of the S80-5003 Biostatistics course with a score equal to a B or better grade, or a passing score (70% correct) on the Statistics Proficiency Exam. 
Credit 1 unit.

S81 SWIP 5051 MSW Research Seminar II
Prerequisites: S15-5005, S81-5050, and S80-5003 (Biostatistics) or completion of the Statistics prerequisite for the MSW program. 
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 2 units.

S81 SWIP 5069 Dialectical Behavioral Therapy (DBT)
An introduction to Dialectical Behavioral Therapy (DBT), an evidence-based practice. Prerequisite: SS30-5502 or S30-5503. 
Weekend course. Class dates: TBA. 
Credit 1 unit.

S81 SWIP 5079 Medical Terminology & Communication
Every profession has its own vocabulary, and medicine is no different. To function in the health care arena and advocate for patients and clients, social workers must be conversant with medical terminology and able to understand and communicate with doctors, nurses, health care administrators, and others in the field. This 1-hour course will provide a template for learning medical terminology in a variety of areas to help ensure that students are fluent in the language of health care delivery. 
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 Therapy 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 ten 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 5082 Compassion Cultivation Training

A compassionate attitude can greatly reduce stress and become a profound personal adaptive resource. Compassion Cultivation Training (CCT) is designed to help students cultivate compassion, strengthen their resilience, feel more connected to others, and improve their overall sense of well-being. CCT combines traditional contemplative practices with contemporary psychology and scientific research to help students live a more compassionate life. The program involves instruction in a series of meditation practices which build upon each other, starting with mindfulness-based meditation and progressing toward the active generation of compassion for oneself and others. The course includes classroom instruction, daily meditation practice, mindfulness, and in-class interactions through which students can strengthen their qualities of compassion, empathy and kindness. 

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 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.

S81 SWIP 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. 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 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 5191 Community Development: The Public/Private Partnership**
Students interested in community development, in running community housing nonprofits, or in affordable housing development in general, will benefit from taking the course. They will learn the fundamentals for attracting increasingly scarce, mixed-income funding sources, the development of mixed-income housing through a long-term partnership between public and private housing stakeholders, and the role of mixed-income housing development in spurring further social and physical development in a particular community. The course will address the fundamentals of a mixed-income housing deal from conception to completion, with an emphasis on the development of a successful public/private partnership, the roles of the various public and private stakeholders typically involved in such partnerships and the reasons for their involvement. Specifically, the course will study the acquisition, conceptualization, funding and construction of a theoretical mixed-income housing development.
Credit 1 unit.

**S81 SWIP 5192 Community Engagement and Mobilizing in Low Income Communities**
This course will review the strategic process of community engagement and organizing in low-income urban communities as well as the difference between the two. Students will study frameworks, the different levels of engagement and the role of both engagement and organizing in building community. Additionally, students will study specific events throughout history and ways in which communities organized to respond to these events. Students will leave the class with an understanding of basic engagement skills and techniques, successful community engagement efforts, community engagement and organizing concepts, as well as an understanding of community engagement as an important tool to building relationships and moving communities toward change.
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 5500 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 (S65-5660), 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: S65-5505.
Credit 1 unit.

**S81 SWIP 5501 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 (S65-5660) 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: S65-5660 and S81-5501.
Credit 1 unit.

**S81 SWIP 5502 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 5503 System Dynamics Skill Lab IV**
Permission of instructor required. 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 5961 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 5962 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 5963 Skill Lab: Data Management
This skill lab will introduce students to the basic aspects of data management, starting with planning their database, moving to collecting, entering and cleaning data. Other topics will include data types, creating and recoding variables, formats and value labels, data dictionaries, missing data, and merging data. Students will learn to use descriptive statistics to quickly assess data integrity. Course will be hands-on, primarily using Stata with other software where relevant. A majority of time spent working with data involves cleaning, manipulating, and preparing for analysis. This workshop will focus on these skills.

Same as S55 MPH 5963
Credit 1 unit.

S81 SWIP 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.

Same as S55 MPH 5966
Credit 1 unit.

S81 SWIP 5967 Skill Lab: Conducting Systematic Reviews
Students will learn a step-by-step method for conducting systematic reviews, in Academic Search Complete, and synthesizing findings. Students will also learn how to organize studies and use the write and cite feature in the free reference manager, Mendeley.

Same as S55 MPH 5967
Credit 1 unit.

S81 SWIP 5968 Skill Lab: Communication: Core Skills
This course will help students enhance their skills and effectiveness when communicating ideas and information to professional and public audiences. Students will learn and apply specific strategies to achieve simplicity, clarity, engagement and impact. Skills learned in this class can be broadly applied across a range of media and communication-centric activities like presenting, grant writing and teaching to achieve goals in public health, social work and other professions.

Same as S55 MPH 5968
Credit 1 unit.

S81 SWIP 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 will provide students with an opportunity to work through the health policy development and proposal process. Possible guest lecturers.

Same as S55 MPH 5969
Credit 1 unit.

S81 SWIP 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?

Same as S55 MPH 5970
Credit 1 unit.

S81 SWIP 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 merging data, finding duplicate observations, repeated measures data, programming loops and data transformations such as merge, append, collapse, conversion from long to wide, etc. Prerequisite: successful completion of a previous Stata Skill Lab or by permission of the instructor.

Same as S55 MPH 5973
Credit 1 unit.
S90 SWDT (Doctoral)


S90 SWDT 5001 Foundations of Data Analysis
This course provides some of the mathematical and conceptual tools essential to data analysis in social science research. A wide range of statistics are covered. The focus of the course is principally upon the development of arithmetic and conceptual tools needed for advanced work in research design, model development, model fitting and estimation, hypothesis testing, and interpretation of data. The course revolves around the systematic establishment of scientifically meaningful comparisons and relationships. The course will evolve from simple bivariate to more complete multivariate forms of data analysis. Basic principles are illustrated through exercises. Credit 3 units.

S90 SWDT 5002 Foundations of Data Management I
This sequenced course builds on the practical skills learned in Foundations of Data Management I, delving deeper into the core steps for ensuring the quality of the data at each point of the research process, from collection to final deposit with an archive. The course will cover complex situations and syntax logic, data monitoring, data cleaning, codebook creation, documentation (audit trails), consort diagrams and sharing data via data archive. Continuation of a real data project from Foundations of Data Management I will give students the start-to-finish experience of data management for a longitudinal study. Writing and managing dissertations and grants will be enhanced by experience with every component of research project data management. Credit 2 units.

S90 SWDT 5003 Foundations of Data Management II
This sequenced course builds on the practical skills learned in Foundations of Data Management I, delving deeper into the core steps for ensuring the quality of the data at each point of the research process, from collection to final deposit with an archive. The course will cover complex situations and syntax logic, data monitoring, data cleaning, codebook creation, documentation (audit trails), consort diagrams and sharing data via data archive. Continuation of a real data project from Foundations of Data Management I will give students the start-to-finish experience of data management for a longitudinal study. Writing and managing dissertations and grants will be enhanced by experience with every component of research project data management. Credit 2 units.

S90 SWDT 5004 Foundations of Data Management III
This sequenced course builds on the practical skills learned in Foundations of Data Management I, delving deeper into the core steps for ensuring the quality of the data at each point of the research process, from collection to final deposit with an archive. The course will cover complex situations and syntax logic, data monitoring, data cleaning, codebook creation, documentation (audit trails), consort diagrams and sharing data via data archive. Continuation of a real data project from Foundations of Data Management I will give students the start-to-finish experience of data management for a longitudinal study. Writing and managing dissertations and grants will be enhanced by experience with every component of research project data management. Credit 2 units.

S90 SWDT 5005 Advanced Computer Applications for Data Analysis
This course is designed to provide the basic skills needed to input, manipulate, analyze, and interpret quantitative research data using the PC-SAS system. Emphasis is on the application of analysis tools and techniques to real-world data. Credit 1 unit.

S90 SWDT 5006 Advanced Computer Applications for Data Analysis
This course provides the skills needed to program data for multivariate analysis, and interpret output. Credit 1 unit.

S90 SWDT 5007 Social Network Analysis
Social Network Analysis is an advanced graduate seminar covering social network analysis methods, with an emphasis on using network analysis tools to model social and health science relational and systems data. Network analysis techniques have become more widely used in recent years to study important areas such as the spread of infectious diseases (e.g., AIDS), the structure of the internet and other complex information systems, the organization of terrorist networks, peer and family influences on smoking and obesity, referral patterns in social service systems, the diffusion of innovations, and the structure of governmental policy systems. The class will cover the historical and conceptual foundations of network analysis, but will emphasize a hands-on approach to exploring network data and learning to use professional network analysis tools. Specific topics include background and history of network analysis; network theories; network data collection and management; network visualization; network measures of centrality, cohesion, and structural equivalence; statistical modeling of networks; and longitudinal network analysis. Credit 3 units.

S90 SWDT 5101 Foundations of Data Management
This course focuses on the practical skills of data management that the PhD student will need to complete their dissertation and early career research. The course will cover techniques in importing data from commonly used platforms into statistical packages, data manipulation, variable creation, and documentation. This didactic course includes syntax-based learning and the analysis of "case study examples" of actual data management challenges. Credit 2 units.

S90 SWDT 5102 Foundations of Data Management II
This sequenced course builds on the practical skills learned in Foundations of Data Management I, delving deeper into the core steps for ensuring the quality of the data at each point of the research process, from collection to final deposit with an archive. The course will cover complex situations and syntax logic, data monitoring, data cleaning, codebook creation, documentation (audit trails), consort diagrams and sharing data via data archive. Continuation of a real data project from Foundations of Data Management I will give students the start-to-finish experience of data management for a longitudinal study. Writing and managing dissertations and grants will be enhanced by experience with every component of research project data management. Credit 2 units.

S90 SWDT 5103 Foundations of Data Management III
This sequenced course builds on the practical skills learned in Foundations of Data Management I, delving deeper into the core steps for ensuring the quality of the data at each point of the research process, from collection to final deposit with an archive. The course will cover complex situations and syntax logic, data monitoring, data cleaning, codebook creation, documentation (audit trails), consort diagrams and sharing data via data archive. Continuation of a real data project from Foundations of Data Management I will give students the start-to-finish experience of data management for a longitudinal study. Writing and managing dissertations and grants will be enhanced by experience with every component of research project data management. Credit 2 units.

S90 SWDT 5550 Intro to Social Measurement & Research
This seminar examines measurement in the social 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 6550 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 6552 Intro to Social Measurement & Research
This seminar examines measurement in the social sciences. The topics covered include reliability, validity, scaling models, use of different data sources, assessment of change, and procedures for developing measures. The objectives of the course are to understand the purposes of measurement in research and knowledge development; to know how to evaluate the worth of a measure; to sharpen one's ability to evaluate the findings and conclusions of social science research; to produce a paper reporting the state of knowledge development in an area of measurement, or to produce a paper in a substantive area with a measurement theme. Credit 3 units.
S90 SWDT 6555 Conceptual Foundations of Social Science Research
This is an introduction to the conceptual and philosophical foundations of social science research. Through readings and in-class exercises, students will explore a diversity of topics integral to doctoral-level scholarship, including reliability and validity, causal inference, research epistemology, the nature of social phenomena, the role of agency, rationality and its consequences, and other assumptions inherent in the conceptualization of, and study of, social phenomena. Credit 3 units.

S90 SWDT 6561 Practicum in Research I
Credit variable, maximum 2 units.

S90 SWDT 6572 Practicum in Research II
Credit variable, maximum 2 units.

S90 SWDT 6583 Practicum in Research III
Credit variable, maximum 2 units.

S90 SWDT 6591 Practicum in Teaching 1
Credit 1 unit.

S90 SWDT 6592 Practicum in Teaching 2
Credit 1 unit.

S90 SWDT 6593 Practicum in Teaching 3
Credit 1 unit.

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 hierarchical linear modeling by working with several real public health and social science data sets. Topics include: fitting and testing two-level and three-level models; evaluating model fit; generalizing multilevel models to binary and other special data; building simple longitudinal models; advanced error covariance structures. Prerequisite: completion of a graduate-level regression or general linear modeling class. Credit 3 units.

S90 SWDT 6615 Professional Development Seminar 1
Open only to PhD students in Social Work. Credit 1 unit.

S90 SWDT 6616 Professional Development Seminar 2
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 6887 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 nnmatch; 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 6840 Doctoral Continuing Student Status
Used for residency.

Master of Social Work
The Brown School at Washington University in St. Louis offers a top-ranked Master of Social Work (MSW) program. Through course work and fieldwork, students gain the knowledge and skills to tackle some of society's greatest challenges and succeed in a variety of professional settings. Our program has trained our graduates for work across an incredible breadth of professional positions in more than 50 countries around the globe. Our customizable curriculum allows students to design their own course of study tailored to the type of work they’ll do and the communities they’ll work with. Students have remarkable flexibility to shape their MSW experience at the Brown School. Our curriculum (https://brownschool.wustl.edu/academics/master-of-social-work/curriculum) is structured to ensure that they'll be prepared to make a positive impact in their field of choice. Students:

• Choose from eight concentrations (p. 46) or declare their own individualized concentration. Within their concentration, students also have flexibility in choosing their specific courses.
• Add an optional specialization (p. 53) to increase their skills.
• Broaden their knowledge with a certificate (https://brownschool.wustl.edu/academics/master-of-social-work/curriculum/pages/certificate.aspx) or a joint or dual degree (https://brownschool.wustl.edu/academics/joint-and-dual-degrees).

Students can also tailor their experiences beyond the classroom. They can:

• Choose from more than 300 MSW practicum (https://brownschool.wustl.edu/academics/master-of-social-work/pages/MSW-practicum.aspx) sites locally, nationally and internationally.
• Conduct research with our renowned faculty.
• Develop their skills internationally (https://brownschool.wustl.edu/academics/pages/global-opportunities.aspx) through a practicum or research assistantship.
• Join some of the Brown School's student groups (https://brownschool.wustl.edu/life-at-brown/pages/student-groups-events.aspx) that raise awareness and advocate for social change.

Website: https://brownschool.wustl.edu/academics/master-of-social-work

Degree Requirements

Our two-year, 60-credit-hour degree provides students with the fundamentals needed to impact the field of social work, while also providing opportunities to advance their analytical, leadership and team-building skills.

Our flexible curriculum includes outstanding research opportunities, real-world learning experiences through practica (https://brownschool.wustl.edu/academics/master-of-social-work/pages/MSW-practicum.aspx), and the opportunity to personalize their MSW. If students have earned a BSW from a CSWE-accredited school, they may also be eligible for advanced standing (https://brownschool.wustl.edu/academics/master-of-social-work/curriculum/pages/advanced-standing-curriculum.aspx) credit.

Required Courses

The list below includes the required courses that students use to build their course of study. Because of the flexibility and customization of each MSW degree at the Brown School, the order in which students take their courses may vary.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Foundation</td>
<td>21 credit hours</td>
</tr>
<tr>
<td>Research Methods with Basic Statistics (SWCR 5007)</td>
<td>3</td>
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<tr>
<td>Human Behavior (SWCR 5011)</td>
<td>3</td>
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<tr>
<td>Social Justice and Human Diversity (SWCR 5015)</td>
<td>3</td>
</tr>
<tr>
<td>Social, Economic &amp; Political Environment (SWCR 5012)</td>
<td>3</td>
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<tr>
<td>Social Welfare Policies and Services (SWCR 5040)</td>
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<tr>
<td>Social Work Practice with Individuals, Families, and Groups (SWCR 5038)</td>
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<td>Social Work Practice with Organizations and Communities (SWCR 5039)</td>
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</tr>
<tr>
<td>Foundation Practicum</td>
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<td>Foundation Practicum Integrative Seminar</td>
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<tr>
<td>Concentration**</td>
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<tr>
<td>Social Policy</td>
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<tr>
<td>Theory, Problems, and Issues</td>
<td>3-6</td>
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<tr>
<td>Practice Methods</td>
<td>6-9</td>
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<tr>
<td>Evaluation</td>
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<tr>
<td>Leadership and Management</td>
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<tr>
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<tr>
<td>Electives**</td>
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<td>Elective I</td>
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<tr>
<td>Elective II</td>
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<tr>
<td>Elective III</td>
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</table>

**Specific course options vary according to the concentration (https://brownschool.wustl.edu/academics/master-of-social-work/pages/default.aspx#concentrations) a student pursues. Students have an opportunity to choose from a variety of courses offered within each category.

**Students use elective credits in year one and year two to earn an optional specialization (https://brownschool.wustl.edu/academics/master-of-social-work/pages/default.aspx#specializations) or take other graduate course work. They can choose from a wealth of social work and public health electives, or pursue relevant courses from other Washington University graduate programs.

Our curriculum emphasizes an evidence-based approach to problem solving. As such, our faculty have found that an understanding of statistics analysis is critical to every student's success. Foundations courses will allow students to develop this competency.

Curriculum and required credit hours are subject to change.

MSW Concentrations

Students will orient their course of study around a concentration, deepening their knowledge in a particular area. Concentrations include:

• American Indian and Alaska Native (p. 46)
• Children, Youth and Families (p. 47)
• Health (p. 48)
• Mental Health (p. 48)
• Older Adults and Aging (p. 49)
• Social & Economic Development - Domestic (p. 49)
• Social & Economic Development - International (p. 50)
• Violence and Injury Prevention
  • Adolescents to Young Adults (p. 50)
  • American Indian/Alaska Native (p. 51)
  • Women (p. 52)
  • Young Families and Children (p. 52)

American Indian and Alaska Native

<table>
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<tr>
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46
**Foundation Courses**

<table>
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<tr>
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<tbody>
<tr>
<td>SWCR 5007</td>
<td>Research Methods with Basic Statistics</td>
<td>3</td>
</tr>
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<td>SWCR 5011</td>
<td>Human Behavior</td>
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<tr>
<td>SWCR 5012</td>
<td>Social, Economic &amp; Political Environment</td>
<td>3</td>
</tr>
<tr>
<td>SWCR 5015</td>
<td>Social Justice and Human Diversity</td>
<td>3</td>
</tr>
<tr>
<td>SWCR 5038</td>
<td>Social Work Practice with Individuals, Families, and Groups</td>
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</tr>
<tr>
<td>SWCR 5039</td>
<td>Social Work Practice with Organizations and Communities</td>
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<tr>
<td>SWCR 5040</td>
<td>Social Welfare Policies and Services</td>
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**Concentration Courses**

**Theory, Problems, and Issues (3 credits)**

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<tr>
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<tbody>
<tr>
<td>SWHS 5751</td>
<td>American Indian Societies, Values, and Cultures</td>
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**Social Policy (3 credits)**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>SWSP 5749</td>
<td>American Indian Social Welfare Policies and Administrative Practices</td>
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**Practice Methods (9 credits)**

**Direct Practice Track**

Required:

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<th>Code</th>
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<tbody>
<tr>
<td>SWSA 5069</td>
<td>Developing Programs in Health &amp; Social Service Settings</td>
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Two of the following are required:

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<tbody>
<tr>
<td>SWDP 4010</td>
<td>Social Work Practice in Early Childhood</td>
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<tr>
<td>SWDP 7325</td>
<td>Social Work Practice with Children in Families</td>
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<tr>
<td>SWDP 7326</td>
<td>Social Work Practice with Youth in Families</td>
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**School Social Work Track**

Required:

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<tbody>
<tr>
<td>SWDP 7815</td>
<td>Social Work Services in Public School Settings</td>
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<tr>
<td>SWDP 7818</td>
<td>Social Work, Education, and the Exceptional Child</td>
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</table>

One of the following is required:

**Evaluation (3 credits); select one of the following:**

- SWSP 5842 | Social Policy Analysis & Evaluation                                  | 3     |
- or SWSA 5050 | Evaluation of Programs and Services                                |       |
### Health

<table>
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<tr>
<td><strong>Foundation Courses</strong></td>
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</tr>
<tr>
<td>SWCR 5007</td>
<td>Research Methods with Basic Statistics</td>
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<td>SWCR 5011</td>
<td>Human Behavior</td>
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</tr>
<tr>
<td>SWCR 5012</td>
<td>Social, Economic &amp; Political Environment</td>
<td>3</td>
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<tr>
<td>SWCR 5015</td>
<td>Social Justice and Human Diversity</td>
<td>3</td>
</tr>
<tr>
<td>SWCR 5038</td>
<td>Social Work Practice with Individuals, Families, and Groups</td>
<td>3</td>
</tr>
<tr>
<td>SWCR 5039</td>
<td>Social Work Practice with Organizations and Communities</td>
<td>3</td>
</tr>
<tr>
<td>SWCR 5040</td>
<td>Social Welfare Policies and Services</td>
<td>3</td>
</tr>
<tr>
<td><strong>Foundation Practicum (4 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWPR 5006</td>
<td>Foundation Practicum, First Semester</td>
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### Mental Health

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<tr>
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<tr>
<td>SWCR 5007</td>
<td>Research Methods with Basic Statistics</td>
<td>3</td>
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<tr>
<td>SWCR 5011</td>
<td>Human Behavior</td>
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<tr>
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<tr>
<td><strong>Foundation Practicum (4 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWPR 5006</td>
<td>Foundation Practicum, First Semester</td>
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### Concentration Courses

<table>
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<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td><strong>Theory, Problems, and Issues (3 credits)</strong></td>
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<tr>
<td>SWHS 3022</td>
<td>Health Behavior and Health Promotion</td>
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<tr>
<td><strong>Social Policy (3 credits)</strong></td>
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<tr>
<td>SWSP 5742</td>
<td>Health Administration and Policy</td>
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<tr>
<td><strong>Practice Methods (9 credits)</strong></td>
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<tr>
<td>SWDP 5453</td>
<td>Principles of Clinical Interventions in Health</td>
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<tr>
<td>SWDP 5702</td>
<td>Applied Group Work Practice</td>
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<tr>
<td>SWDP 9125</td>
<td>Social Work Practice and Services in Health Care</td>
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<tr>
<td><strong>Concentration Practicum (5 credits)</strong></td>
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<td></td>
</tr>
<tr>
<td>SWPR 5014</td>
<td>Concentration Practicum, First Semester</td>
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</tr>
<tr>
<td><strong>Leadership &amp; Management (3 credits)</strong></td>
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<tr>
<td>Choose three 1-credit L&amp;M courses, or one 3-credit L&amp;M course to meet this requirement.</td>
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<td></td>
</tr>
<tr>
<td><strong>Evaluation (3 credits)</strong></td>
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<tr>
<td>SWSP 5842</td>
<td>Social Policy Analysis &amp; Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>or SWSA 5050</td>
<td>Evaluation of Programs and Services</td>
<td>3</td>
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<tr>
<td><strong>Electives (9 credits)</strong></td>
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<tr>
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<td>Total Units</td>
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### Older Adults and Aging

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<tbody>
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<td><strong>Foundation Courses</strong></td>
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</tr>
<tr>
<td>SWCR 5007</td>
<td>Research Methods with Basic Statistics</td>
<td>3</td>
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<td>SWCR 5011</td>
<td>Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SWCR 5012</td>
<td>Social, Economic &amp; Political Environment</td>
<td>3</td>
</tr>
<tr>
<td>SWCR 5015</td>
<td>Social Justice and Human Diversity</td>
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<tr>
<td>SWCR 5038</td>
<td>Social Work Practice with Individuals, Families, and Groups</td>
<td>3</td>
</tr>
<tr>
<td>SWCR 5039</td>
<td>Social Work Practice with Organizations and Communities</td>
<td>3</td>
</tr>
<tr>
<td>SWCR 5040</td>
<td>Social Welfare Policies and Services</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Foundation Practicum (4 credits)</strong></td>
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</tr>
<tr>
<td>SWPR 5006</td>
<td>Foundation Practicum, First Semester</td>
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<tr>
<td>SWPR 5102</td>
<td>Integrative Foundation Field Practicum Seminar</td>
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<td></td>
<td><strong>Concentration Courses</strong></td>
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</tr>
<tr>
<td></td>
<td>Theory, Problems, and Issues (3 credits)</td>
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</table>

### Practice Methods (9 credits)

- SWDP 6211 Treatment of Mental Disorders
- SWDP 9453 Substance Use Disorders
- One of the following is required:
  - SWDP 5502 Applied Behavior Therapy
  - or SWDP 5505 Interpersonal Psychotherapy
  - or SWDP 6011 Brief Outcome Therapy

### Family Therapy Track

- SWPD 7206 Contemporary Family Therapy
- SWPD 7502 Intervention Approaches for Treating Couples
- SWPD 9453 Substance Use Disorders

### Concentration Practicum (5 credits)

- SWPR 5014 Concentration Practicum, First Semester

### Leadership and Management (3 credits)

Choose three 1-credit L&M courses, or one 3-credit L&M course to meet this requirement.

### Evaluation (3 credits)

- One of the following is required:
  - SWSP 5842 Social Policy Analysis & Evaluation
  - or SWSA 5050 Evaluation of Programs and Services

### Electives (9 credits)

Total Units: 60

### Social and Economic Development - Domestic

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Foundation Courses</strong></td>
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<td>3</td>
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<tr>
<td></td>
<td><strong>Foundation Practicum (4 credits)</strong></td>
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<tr>
<td>SWPR 5006</td>
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<tr>
<td>SWPR 5102</td>
<td>Integrative Foundation Field Practicum Seminar</td>
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<td></td>
<td><strong>Concentration Courses</strong></td>
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<tr>
<td></td>
<td>Theory, Problems, and Issues (3 credits)</td>
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<tr>
<td></td>
<td><strong>Social Policy (3 credits)</strong></td>
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</table>

- SWHS 5013 Poverty & Inequality in America
- or SWHS 5079 Community Development and American Cities
### Domestic Social & Economic Development

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
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**Practice Methods (9 credits)**

Three of the following are required:

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<tbody>
<tr>
<td>SWSP 5830</td>
<td>Policy Design Lab</td>
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<td>SWSA 5060</td>
<td>Social Entrepreneurship</td>
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<tr>
<td>SWCD 5016</td>
<td>Community Development Practice: Basic Concepts &amp; Methods</td>
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<td>SWCD 5018</td>
<td>State Level Lobbying</td>
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<tr>
<td>SWCD 5027</td>
<td>Fundamentals of Community Organizing</td>
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<tr>
<td>SWCD 5051</td>
<td>Community Based System Dynamics</td>
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<tr>
<td>or SWCD 5660</td>
<td>Designing Sustainable Social Policies &amp; Programs: A System Dynamics Approach</td>
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<tr>
<td>SWCD 5076</td>
<td>Social and Economic Development/Redevelopment Part 1</td>
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<tr>
<td>SWCD 5078</td>
<td>Developing Sustainable Urban Communities</td>
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<tr>
<td>SWCD 5082</td>
<td>Mixed-Income Housing &amp; Community Management: Fundamentals of Property &amp; Resident Services Operations</td>
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<tr>
<td>or SWCD 5083</td>
<td>Mxd Income Hsng: Evaluating &amp; Maximizing Prop Perf &amp; Srvc Del for The Long Term</td>
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<tr>
<td>or SWCD 5084</td>
<td>Mixed Income Housing and Community Management: Financial Management and Sustainability</td>
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<tr>
<td>SWCD 5086</td>
<td>Social and Economic Development: East St. Louis Seminar Part 2</td>
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**Concentration Practicum (5 credits)**

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<tr>
<td>SWPR 5014</td>
<td>Concentration Practicum, First Semester</td>
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**Leadership and Management (3 credits)**

Choose three 1-credit L&M courses, or one 3-credit L&M course to meet this requirement.

**Evaluation (3 credits)**

<table>
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<th>Code</th>
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<tbody>
<tr>
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<tr>
<td>or SWSA 5050</td>
<td>Evaluation of Programs and Services</td>
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**Electives (9 credits)**

Total Units: 60

### Social and Economic Development - International

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<tbody>
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<td>SWCR 5015</td>
<td>Social Justice and Human Diversity</td>
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<td>Social Work Practice with Individuals, Families, and Groups</td>
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<tr>
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<td>Social Welfare Policies and Services</td>
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**Foundation Practicum (4 credits)**

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</tr>
<tr>
<td>SWPR 5102</td>
<td>Integrative Foundation Field Practicum Seminar</td>
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**Concentration Courses**

**Theory, Problems, and Issues (3 credits)**

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<tbody>
<tr>
<td>SWHS 5030</td>
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**Social Policy (3 credits)**

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<th>Units</th>
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<tbody>
<tr>
<td>SWSP 5862</td>
<td>International Social and Economic Development Policy</td>
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**Practice Methods (9 credits)**

<table>
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<tr>
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<tbody>
<tr>
<td>SWCD 5056</td>
<td>Development Practice in International Settings</td>
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Two of the following are required:

| Code     | Title                                           | |
|----------|-------------------------------------------------| |
| SWDP 6215 | Global Mental Health                           | |
| SWDP 7821 | International Child Welfare                    | |
| SWDP 4100 | Social Work Practice with Refugees and Immigrants | |
| SWSP 5863 | Special Topics: Human Rights Policy            | |
| SWSA 5069 | Developing Programs In Health and Social Service Settings | |
| SWCD 5043 | Special Topics: Global Anti-Poverty Interventions | |

**Concentration Practicum (5 credits)**

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<tr>
<td>SWPR 5014</td>
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**Leadership and Management (3 credits)**

Choose three 1-credit L&M courses, or one 3-credit L&M course to meet this requirement.

**Evaluation (3 credits)**

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<tbody>
<tr>
<td>SWSP 5842</td>
<td>Social Policy Analysis &amp; Evaluation</td>
<td>3</td>
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<tr>
<td>or SWSA 5050</td>
<td>Evaluation of Programs and Services</td>
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**Electives (9 credits)**

Total Units: 60

### Violence and Injury Prevention - Adolescents to Young Adults

<table>
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<tr>
<td>SWCR 5007</td>
<td>Research Methods with Basic Statistics</td>
<td>3</td>
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<tr>
<td>SWCR 5011</td>
<td>Human Behavior</td>
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**Foundation Courses**
### Foundation Courses

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<td>SWCR 5007</td>
<td>Research Methods with Basic Statistics</td>
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<tr>
<td>SWCR 5011</td>
<td>Human Behavior</td>
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<tr>
<td>SWCR 5012</td>
<td>Social, Economic &amp; Political Environment</td>
<td>3</td>
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<tr>
<td>SWCR 5015</td>
<td>Social Justice and Human Diversity</td>
<td>3</td>
</tr>
<tr>
<td>SWCR 5038</td>
<td>Social Work Practice with Individuals, Families, and Groups</td>
<td>3</td>
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<td>SWCR 5039</td>
<td>Social Work Practice with Organizations and Communities</td>
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<tr>
<td>SWCR 5040</td>
<td>Social Welfare Policies and Services</td>
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<td>SWPR 5006</td>
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### Concentration Courses

#### Theory, Problems, and Issues (3 credits)

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<tr>
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<tbody>
<tr>
<td>SWHS 1022</td>
<td>Intimate Partner Violence: Theories, Problems and Issues</td>
<td>3</td>
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#### Social Policy (3 credits)

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<tbody>
<tr>
<td>SWSP 5771</td>
<td>Policy &amp; Services for Children &amp; Youth</td>
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<tr>
<td>or SWSP 5784</td>
<td>Regulating Sex: Historical &amp; Cultural Encounters</td>
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### Practice Methods (9 credits)

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>SWDP 7325</td>
<td>Social Work Practice with Children in Families</td>
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<tr>
<td>or SWDP 5243</td>
<td>Social Work Practice with Gay, Lesbian, Bisexual and Transgender Populations</td>
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Two of the following are required:

- SWDP 7330 | Prevention and Promotion to Support Healthy Child Development Among At-Risk Families and Communities | 3     |
- SWDP 5147 | Core Concepts in Trauma Treatment for Children and Adolescents     | 3     |
- SWDP 5154 | Core Concepts in Trauma Treatment for Children and Adolescents     | 3     |
- SWDP 5157 | Core Concepts in Trauma Treatment for Children and Adolescents     | 3     |
- S31 SWDP 5180 | Criminal Justice Involved Adults                                  |       |
- MPH 5325 | TPS: Child Maltreatment Prevention                                | 3     |

### Concentration Practicum (5 credits)

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<tr>
<td>SWPR 5014</td>
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#### Leadership and Management (3 credits)

Choose three 1-credit L&M courses, or one 3-credit L&M course to meet this requirement.

#### Evaluation (3 credits)

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<th>Units</th>
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<tbody>
<tr>
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<tr>
<td>or SWSA 5050</td>
<td>Evaluation of Programs and Services</td>
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**Evaluation (3 credits)**

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**Electives (9 credits)**

Total Units 60

## Violence and Injury Prevention - Women

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<tbody>
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<td>SWCR 5007</td>
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<td>Human Behavior</td>
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<td>SWCR 5015</td>
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<td>3</td>
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<tr>
<td>SWCR 5038</td>
<td>Social Work Practice with Individuals, Families, and Groups</td>
<td>3</td>
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<tr>
<td>SWCR 5039</td>
<td>Social Work Practice with Organizations and Communities</td>
<td>3</td>
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<tr>
<td>SWCR 5040</td>
<td>Social Welfare Policies and Services</td>
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**Foundation Practicum (4 credits)**

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<tbody>
<tr>
<td>SWPR 5006</td>
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<tr>
<td>SWPR 5102</td>
<td>Integrative Foundation Field Practicum Seminar</td>
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## Concentration Courses

### Theory, Problems, and Issues (3 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SWHS 1022</td>
<td>Intimate Partner Violence: Theories, Problems and Issues</td>
<td>3</td>
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## Social Policy (3 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SWSP 5784</td>
<td>Regulating Sex: Historical &amp; Cultural Encounters</td>
<td>3</td>
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<tr>
<td>or SWSP 5809</td>
<td>Women's Issues in Social Welfare &amp; Social Work</td>
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**Practice Methods (9 credits)**

Total Units 9

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<tbody>
<tr>
<td>SWDP 5122</td>
<td>Intervention Approaches with Women</td>
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<tr>
<td>or SWDP 5153</td>
<td>Sexual Health Across the Life Course</td>
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Two of the following are required:

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>SWDP 5122</td>
<td>Intervention Approaches with Women</td>
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<tr>
<td>SWDP 5153</td>
<td>Sexual Health Across the Life Course</td>
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<tr>
<td>SWDP 5154</td>
<td>Designing and Implementing Sexual Health Education: Service Learning</td>
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<tr>
<td>SWDP 5157</td>
<td>Sex Trafficking</td>
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<tr>
<td>MPH 5350</td>
<td>TPS: Criminal Justice Involved Adults: Practice &amp; Policy Interventions</td>
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<tr>
<td>SWCD 5037</td>
<td>Domestic Violence and the Law (2 credits; plus a 1-credit skill lab of student's choice)</td>
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## Concentration Practicum (5 credits)

<table>
<thead>
<tr>
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## Leadership and Management (3 credits)

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## Evaluation (3 credits)

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**Electives (9 credits)**

Total Units 60

## Violence and Injury Prevention - Young Families and Children

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<td>Human Behavior</td>
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<td>SWCR 5039</td>
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<tr>
<td>SWCR 5040</td>
<td>Social Welfare Policies and Services</td>
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**Foundation Practicum (4 credits)**

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<tbody>
<tr>
<td>SWPR 5006</td>
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<tr>
<td>SWPR 5102</td>
<td>Integrative Foundation Field Practicum Seminar</td>
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## Concentration Courses

### Theory, Problems, and Issues (3 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SWHS 1022</td>
<td>Intimate Partner Violence: Theories, Problems and Issues</td>
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**Social Policy (3 credits)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>SWSP 5771</td>
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**Practice Methods (9 credits)**

Total Units 9

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>SWDP 7325</td>
<td>Social Work Practice with Children in Families</td>
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<tr>
<td>or SWDP 4010</td>
<td>Social Work Practice in Early Childhood</td>
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Two of the following are required:

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<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>SWDP 7330</td>
<td>Prevention and Promotion to Support Healthy Child Development Among At-Risk Families and Communities</td>
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<tr>
<td>SWDP 7821</td>
<td>International Child Welfare</td>
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<tr>
<td>SWDP 5147</td>
<td>Core Concepts in Trauma Treatment for Children and Adolescents</td>
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</table>
MSW Specializations

Using elective courses, students can choose to develop additional skills by declaring a focused specialization that can be used in combination with any concentration. Specialization options include:

- Management (p. 53)
- Policy (p. 53)
- Research (p. 53)
- Social Entrepreneurship (p. 54)
- System Dynamics (p. 54)
- Sexual Health and Education (p. 54)

*All specializations require students to complete one of their five concentration practicum credits (120 hours) on their specialization-related tasks and activities. Students must work with their field advisor and field instructor to ensure relevant content.

Management

<table>
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<th>Code</th>
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<td>SWHS 5017</td>
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<tr>
<td>SWSA 5019</td>
<td>Managing People</td>
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<td>Budgeting and Fiscal Management</td>
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<td>SWSA 5052</td>
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<tr>
<td>SWSA 5060</td>
<td>Social Entrepreneurship</td>
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Policy

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<td>SWSP 5742</td>
<td>Health Administration and Policy</td>
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<td>American Indian Social Welfare Policies and Administrative Practices</td>
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<td>SWSP 5771</td>
<td>Policy &amp; Services for Children &amp; Youth</td>
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<td>SWSP 5780</td>
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<td>Women’s Issues in Social Welfare &amp; Social Work</td>
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<td>SWSP 5861</td>
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<td>SWSP 5012</td>
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Total Units 12

Research

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<tr>
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<td>Marketing, Resource Development &amp; Community Relations</td>
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<td>SWIP 5042</td>
<td>Skill Lab: Grantwriting: Government Grants</td>
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<td>Skill Lab: Performance Management and Continuous Quality Improvement</td>
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<td>SWIP 5142</td>
<td>Skill Lab: Program and Project Management</td>
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<td>SWIP 5143</td>
<td>Skill Lab: Volunteer Management</td>
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<td>SWIP 5144</td>
<td>Skill Lab: Fundraising Design and Management</td>
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<td>SWIP 5147</td>
<td>Effective Meeting Management and Group Facilitation</td>
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<td>SWIP 5177</td>
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Total Units 12
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<td>Biostatistics</td>
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<td>SWIP 5152</td>
<td>MSW Research Seminar II</td>
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<td>or SWSA 5050</td>
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**Social Entrepreneurship**

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<tr>
<td><strong>Social Entrepreneurship Specialization (12 credits required)</strong></td>
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<tr>
<td><strong>Required Courses (9 credits)</strong></td>
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<td>SWSA 5030</td>
<td>Budgeting and Fiscal Management</td>
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</tr>
<tr>
<td>SWSA 5060</td>
<td>Social Entrepreneurship</td>
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<tr>
<td>SWSA 5061</td>
<td>Business Planning for New Enterprises-The Hatchery</td>
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<tr>
<td>Select one 3-credit course or two 1.5-credit courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-credit courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWSA 5019</td>
<td>Managing People</td>
<td></td>
</tr>
<tr>
<td>SWSA 5063</td>
<td>Social Innovation</td>
<td></td>
</tr>
<tr>
<td>SWSA 5066</td>
<td>Marketing, Resource Development &amp; Community Relations</td>
<td></td>
</tr>
<tr>
<td>B65 MKT 5503</td>
<td>Marketing Management</td>
<td></td>
</tr>
<tr>
<td>B67 OMM 5704</td>
<td>Operations Management</td>
<td></td>
</tr>
<tr>
<td>1.5 credit courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B60 ACCT 5001</td>
<td>Introduction to Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>MGT 502</td>
<td>Ethical Issues in Managerial Decision Making</td>
<td></td>
</tr>
<tr>
<td>MGT 511A</td>
<td>Law and Business Management</td>
<td></td>
</tr>
<tr>
<td>MGT 511B</td>
<td>Legal Issues at Business Stages</td>
<td></td>
</tr>
<tr>
<td>MGT 513N</td>
<td>Labor &amp; Employment Laws</td>
<td></td>
</tr>
<tr>
<td>MGT 520</td>
<td>Taylor Community Consulting Project</td>
<td></td>
</tr>
<tr>
<td>MGT 529</td>
<td>Management and Corporate Responsibility</td>
<td></td>
</tr>
<tr>
<td>MGT 533</td>
<td>Effective Managerial Communication</td>
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</tr>
<tr>
<td>MGT 550Q</td>
<td>Law, Business &amp; Governance</td>
<td></td>
</tr>
<tr>
<td>MGT 5301</td>
<td>Introduction to Management &amp; Strategy</td>
<td></td>
</tr>
<tr>
<td>OB 561</td>
<td>Negotiation and Conflict Management</td>
<td></td>
</tr>
<tr>
<td>B66 OB 562</td>
<td>Leadership Competence</td>
<td></td>
</tr>
<tr>
<td>OB 565</td>
<td>Leading Change</td>
<td></td>
</tr>
<tr>
<td>OB 5601</td>
<td>Organizational Behavior</td>
<td></td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

**System Dynamics**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>System Dynamics Specialization (9 credits required)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Required Courses (9 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWCD 5660</td>
<td>Designing Sustainable Social Policies &amp; Programs: A System Dynamics Approach</td>
<td>3</td>
</tr>
<tr>
<td>SWCD 5050</td>
<td>Community Based System Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>SWIP 5501</td>
<td>System Dynamics Skill Lab I</td>
<td>1</td>
</tr>
<tr>
<td>SWIP 5502</td>
<td>System Dynamics Skill Lab II</td>
<td>1</td>
</tr>
<tr>
<td>SWIP 5503</td>
<td>System Dynamics Skill Lab III</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td></td>
<td>9</td>
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**Sexual Health and Education**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sexual Health and Education Specialization (9 credits required)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Required Course (3 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWDP 5152</td>
<td>Sex, Society, and Social Work: Issues and Interventions</td>
<td>3</td>
</tr>
<tr>
<td><strong>Electives (6 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two of the following are required:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWHS 1022</td>
<td>Intimate Partner Violence: Theories, Problems and Issues</td>
<td></td>
</tr>
<tr>
<td>SWDP 7502</td>
<td>Intervention Approaches for Treating Couples</td>
<td></td>
</tr>
<tr>
<td>SWDP 5122</td>
<td>Intervention Approaches with Women</td>
<td></td>
</tr>
<tr>
<td>SWDP 5141</td>
<td>Human Sexuality &amp; Therapeutic Interventions</td>
<td></td>
</tr>
<tr>
<td>SWDP 5153</td>
<td>Sexual Health Across the Life Course</td>
<td></td>
</tr>
<tr>
<td>SWDP 5154</td>
<td>Designing and Implementing Sexual Health Education, Part 1</td>
<td></td>
</tr>
<tr>
<td>SWDP 5155</td>
<td>Designing and Implementing Sexual Health Education, Part 2</td>
<td></td>
</tr>
<tr>
<td>SWDP 5243</td>
<td>Social Work Practice with Gay, Lesbian, Bisexual and Transgender Populations</td>
<td></td>
</tr>
<tr>
<td>SWSP 5784</td>
<td>Regulating Sex: Historical &amp; Cultural Encounters</td>
<td></td>
</tr>
<tr>
<td>SWSP 5809</td>
<td>Women's Issues in Social Welfare &amp; Social Work</td>
<td></td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

**MSW Certificates**

Students can earn a certificate to demonstrate competency in a particular field.
Affordable Housing and Mixed-Income Community Management

Students develop the interpersonal and property management skills necessary to excel in the dynamic and growing field of mixed-income community management.

Violence and Injury Prevention

Students learn to understand and impact the interrelated risk and protective factors of violence. There are four tracks available:

- Adolescents to Young Adults
- American Indian/Alaska Native
- Women
- Young Families/Children

Only Buder Scholars and students enrolled in the MSW/MPH dual degree may choose to pursue the Violence and Injury Prevention certificate.

Other MSW students with an interest in Violence and Injury Prevention are encouraged to pursue the Violence and Injury Prevention Concentration (p. 46).

MSW Advanced Standing

If students have earned a BSW, they may be awarded between 3 and 19 credit hours of advanced standing for their BSW course work.

Eligibility

The following requirements apply:

- The student earned a BSW from a CSWE-accredited institution or program within the past six years.
- The content of each course is consistent with the Brown School's MSW course work.
- The student received a grade of B or higher in the course.

Courses Eligible for Advanced Standing Credit (up to 19 hours):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWCR 5005</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SWCR 5011</td>
<td>Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SWCR 5040</td>
<td>Social Welfare Policies and Services</td>
<td>3</td>
</tr>
<tr>
<td>SWCR 5038</td>
<td>Social Work Practice with Individuals, Families, and Groups</td>
<td>3</td>
</tr>
<tr>
<td>SWCR 5039</td>
<td>Social Work Practice with Organizations and Communities</td>
<td>3</td>
</tr>
<tr>
<td>SWPR 5006</td>
<td>Foundation Practicum, First Semester</td>
<td>3</td>
</tr>
<tr>
<td>SWPR 5102</td>
<td>Integrative Foundation Field Practicum Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Units 19

Advanced Standing MSW Curriculum

MSW students who are awarded advanced standing complete at least 44 credit hours of course work at the Brown School, depending on the number of advanced standing credit hours awarded. The curriculum includes a required course for BSW graduates: Evidence-Based Practice Skills for BSW Grads (SWCR 5999).

The curriculum listed below is based on a student receiving 19 hours of advanced standing credit hours from the list of courses above. If a student does not receive advanced standing credit for a course, it will be added to the required course work.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>9 credit hours</td>
</tr>
<tr>
<td>Social Justice and Human Diversity (SWCR 5015)</td>
<td>3</td>
</tr>
<tr>
<td>Social, Economic &amp; Political Environment (SWCR 5012)</td>
<td>3</td>
</tr>
<tr>
<td>Evidence-Based Practice Skills for BSW Grads (SWCR 5999)</td>
<td>3</td>
</tr>
<tr>
<td>Concentration*</td>
<td>21 credit hours</td>
</tr>
<tr>
<td>Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>Theory, Problems, and Issues</td>
<td>3-6</td>
</tr>
<tr>
<td>Practice Methods</td>
<td>6-9</td>
</tr>
<tr>
<td>Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>Leadership and Management</td>
<td>3</td>
</tr>
<tr>
<td>Concentration Practicum</td>
<td>5 credit hours</td>
</tr>
<tr>
<td>Electives**</td>
<td>9 credit hours</td>
</tr>
<tr>
<td>Elective I</td>
<td>3</td>
</tr>
<tr>
<td>Elective II</td>
<td>3</td>
</tr>
<tr>
<td>Elective III</td>
<td>3</td>
</tr>
</tbody>
</table>

* Specific course options vary according to the concentration a student pursues.

** Electives may be used to earn an optional specialization or to take other graduate course work.

Curriculum and required credit hours are subject to change.

MSW Dual and Joint Degrees

We feature structured joint- and dual-degree programs that allow students to earn a Master of Social Work degree in combination with one of the following degrees from the top-ranked schools of Washington University.

- Master of Public Health (MPH) (p. 56)
- Master of Architecture (MArch) or Master of Urban Design (MUD) (p. 56)
- Master of Arts in Education (MAEd) (p. 56)
• Master of Business Administration (MBA) (p. 56)
• Law (JD) (p. 57)

We also offer two additional joint degrees in partnership with Eden Theological Seminary (http://www.eden.edu/s/1645/start.aspx):

• Master of Divinity (MDiv) (p. 57)
• Master of Arts in Pastoral Studies (MAPS) (p. 57)

Note: To enter a joint-degree program, students must apply to each school separately and be admitted to both. Applicants interested in the MSW/MPH dual degree must apply to the Brown School's social work (https://brownschool.wustl.edu/academics/master-of-social-work/MSW-application-information) and public health (https://brownschool.wustl.edu/academics/master-of-public-health/MPH-application-instructions) programs separately.

For more information about any of these programs, contact Admissions (https://brownschool.wustl.edu/pages/contact-us.aspx).

Website: https://brownschool.wustl.edu/academics/joint-and-dual-degrees

**MSW/Master of Public Health (MPH)**

Students from this program earn a Master of Social Work degree and a Master of Public Health degree, both from the Brown School. The program of study requires **85 credit hours**, typically taken over three years.

This dual degree brings together global health, social justice, policy and evidence-based approaches to address complex issues. Some of the areas in which dual-degree knowledge and skills are necessary are medical social work, health disparities, health care access for marginalized populations, and health administration and policy.

Website: https://brownschool.wustl.edu/academics/joint-and-dual-degrees

**MSW/Master of Architecture (MArch) or MSW/Master of Urban Design (MUD)**

Students from this program earn a Master of Social Work degree from the Brown School and a Master of Architecture or a Master of Urban Design degree from the Sam Fox School of Design & Visual Arts.

The Master of Architecture (http://samfoxschool.wustl.edu/node/5721) program is typically three years (MArch 3), although students with a background in architecture may be admitted to the shorter MArch 2+ or MArch 2 programs. Required credit hours for the joint-degree programs vary accordingly, ranging from **99 to 144 credit hours**.

The major goal of the program is to educate and prepare professional architects and urban designers with social work knowledge, values and skills. The program links physical design with social dimensions of planning and spatial design. Architecture courses such as urban planning, decision theory and design methods, and social and behavioral factors in planning and design may be applied toward the social work degree.

The Master of Urban Design is a post-professional program designed for students who already hold professional degrees in architecture, landscape architecture, or planning. The MSW/MUD joint degree program requires **78 credit hours**.

Graduates of these joint-degree programs are prepared for work in urban planning, housing redevelopment to rehabilitation, teaching, and community and enterprise development. For more information, visit the Sam Fox School website (http://samfoxschool.wustl.edu/node/4119).

**MSW/Master of Arts in Education (MAEd)**

Students from this program earn a Master of Social Work degree from the Brown School and a Master of Arts in Education degree from Washington University's Graduate School. The program of study requires **96 credit hours**, taken over three years.

The MSW/MAEd program prepares graduates for careers in educational leadership, whether acting as master teachers in the classroom or working at the systems level in school districts. The social work training addresses the psycho-social issues facing children and youth, as well as the systems that affect children's readiness to learn. The education training provides exposure to the social foundations of education, educational psychology, and applied linguistics. MSW/MAEd graduates will fill a significant local and national need for professionals who can address students' social and emotional needs, as well as their academic achievement. Learn more about the MSW/MAEd (https://brownschool.wustl.edu/academics/joint-and-dual-degrees/pages/MSW-master-of-arts-in-education.aspx) joint-degree program.

**MSW/Master of Business Administration (MBA)**

Students earn a Master of Social Work degree from the Brown School and a Master of Business Administration degree from Olin Business School. The program of study requires **99 credit hours**, taken over three years: 48 credits are taken at Brown and 51 credits at Olin. The joint degree is compatible with each of the MSW concentrations at the Brown School.
The program's basic goal is to prepare students for advanced professional practice, supported by in-depth management and leadership knowledge and skills. The joint-degree program prepares students who seek or will return to middle- or senior-level management positions in nonprofit, government or for-profit organizations, as well as students interested in such areas as performance management, quality improvement, nonprofit consulting, capacity building, organizational development, corporate social responsibility, social entrepreneurship and private practice. The John M. Olin School of Business builds its curriculum around five career platforms: Consulting, Corporate Finance & Investment, Entrepreneurship, Marketing, and Operations & Supply Chain Management. Additional sub-specializations are offered.

Students enroll for approximately three semesters in social work and approximately three semesters in business. Students may start in either school, but are advised to begin in social work. The Brown School recognizes 9 credit hours of courses from the School of Business toward the MSW degree (normally 60 credit hours). These are treated as electives. Learn more by visiting the Olin Business School website (https://olin.wustl.edu/EN-US/academic-programs/full-time-MBA/academics/joint-degrees/Pages/wash-u-graduate-programs.aspx).

**MSW/Juris Doctor (JD)**

Students from this program earn a Master in Social Work degree from the Brown School and a Juris Doctor degree from Washington University School of Law. The program of study requires **125 credit hours**, taken over four years. The goal of this program is to prepare students with combined skills in both social work and law for advanced practice with complex social and legal issues in areas where law and social work converge.

Some of the areas in which joint-degree knowledge and skills are necessary are community development, housing and rehabilitation, mental health, criminal and juvenile justice administration, family mediation, and legal aid to the poor. Visit the JD/MSW webpage (http://law.wustl.edu/jointjd-msw/index.aspx?id=9390) for more information.

**MSW/Master of Divinity (MDiv)**

Students in this program earn a Master of Social Work degree from the Brown School and a Master of Divinity from Eden Theological Seminary. The program of study requires **114 credit hours**, typically taken over four years.

The goal of the program is to prepare students with the combined skills and values in both social work and leadership ministry. The areas for which the joint-degree knowledge is most appropriate are leadership in and development of religious-based or sponsored social services, therapeutic and counseling services in religious settings, concern about development of lifecycle and family issues in the context of a faith community, and seeking practice and policy implications of a call for justice.

The Brown School recognizes 9 credit hours of courses from Eden Theological Seminary toward the MSW degree (normally 60 credit hours). These are treated as electives. Visit the Eden Theological Seminary website (http://www.eden.edu/s/1645/index.aspx?sid=1645&gid=1&pgid=460) for more information.

**MSW/Master of Arts in Pastoral Studies (MAPS)**

Students in this program earn a Master of Social Work degree from the Brown School and a Master of Arts in Pastoral Studies degree from Eden Theological Seminary. The program of study requires **90 credit hours**, typically taken over three years.

The basic goal of the social work and pastoral studies joint degree is to prepare students with the combined skills and values in both social work and leadership ministry. The areas for which the joint-degree knowledge is most appropriate are in youth ministry, church administration, pastoral care, social justice ministry, health care, lay ministry, therapeutic and counseling services in religious-based settings. Visit the Eden Theological Seminary website (http://www.eden.edu/s/1645/index.aspx?sid=1645&gid=1&pgid=460) for more information.

**3-2 MSW Program**

Designed specifically for Washington University undergraduate students, this program allows students to earn both their undergraduate degree and a Master of Social Work (MSW) degree in a total of five years.

The 3-2 MSW program is available to students pursuing any major in Washington University's College of Arts & Sciences. We encourage interested students to take courses relevant to preparation for graduate studies in social work. Examples of disciplines related to social work include (but are not limited to) the following:

- African-American Studies
- American Cultural Studies
- Anthropology
- Cultural Studies
- Economics
- Education
- International Studies
- Political Science
- Psychology
- Sociology
- Urban Studies
- Women, Gender and Sexuality Studies

To be eligible to apply to the 3-2 program, applicants must complete all distribution and major requirements by the end of their junior year, with elective credits available to be applied
toward MSW course credit during their senior year (first year of the MSW program).

Applicants to the 3-2 program must also adhere to the following requirements:

• Complete the Certification for 3-2 Program Eligibility form (PDF) with signatures from the undergraduate adviser(s) and Jennifer Romney, associate dean in the College of Arts & Sciences, to be submitted with the application to the MSW program.

• Review Application Instructions and submit all required materials.

• Apply to the MSW program by March 1 of junior year.

While all admission requirements for the Master of Social Work program apply to 3-2 applicants, special consideration will be given for the level of field experience, given the undergraduate status of the applicant. We strongly encourage applicants to highlight all leadership and service experiences such as internships, volunteer work, work with social service organizations, study abroad, service learning courses, etc., to demonstrate a commitment to social work and the mission of the Brown School.

3-2 Program Enrollment and Financial Aid

Students accepted into the 3-2 MSW program will remain coded prime in their undergraduate division in university systems (i.e., WebSTAC) for their fourth year of study, even though the student will be completing graduate-level course work at the Brown School. The student will be coded prime to the Brown School MSW program in their fifth year of study.

3-2 MSW students will continue to be charged the standard full-time undergraduate tuition rate for the fourth year of study and, as such, will receive financial aid for the fourth year based upon their eligibility for undergraduate financial aid awards, including Pell grants.

In the fifth year, 3-2 students will be charged at the MSW tuition rate applicable to that academic year. If a Brown School scholarship was awarded at the time of admission to the 3-2 program, the scholarship will apply in that fifth year only.

Brown School staff and faculty will be available to assist and support 3-2 students in interpreting these policies and identifying any special needs associated with their 3-2 program status.

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**Master of Public Health**

Through the pioneering Master of Public Health (MPH) program at the Brown School at Washington University, students gain the knowledge and skills to tackle some of society’s most pressing health challenges — recognizing that complex problems require multifaceted solutions.

Our program, accredited by the Council on Education for Public Health, is distinguished by its unique classes and course packages, outstanding research opportunities, and real-world learning experiences.

**Website:** [https://brownschool.wustl.edu/academics/master-of-public-health](https://brownschool.wustl.edu/academics/master-of-public-health)

**Degree Requirements**

**Brown School MPH Curriculum**

Our two-year, 52-credit-hour degree, accredited by the Council on Education for Public Health, provides students with the knowledge, skills and tools they need to take leadership in the field of public health.

Our innovative curriculum includes outstanding research opportunities, real-world learning experiences through practicum, and unique classes and course packages.

This curriculum was designed to be different. We are relentlessly focused on understanding problems and creating solutions. We transcend the boundaries of academic disciplines, teaching students to think broadly about complex public health issues.

Learn more about our distinctive approach on our MPH website.

**Required Courses**

The list below includes the required courses to build a student’s course of study. Because of the variety of specializations offered with the MPH degree at the Brown School, the order in which students take their courses may vary.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH 5001</td>
<td>Foundations of Public Health: Health Behavior and Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>MPH 5002</td>
<td>Foundations of Public Health: Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>MPH 5003</td>
<td>Foundations of Public Health: Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>MPH 5004</td>
<td>Foundations of Public Health: Health Administration and Policy</td>
<td>3</td>
</tr>
<tr>
<td>MPH 5005</td>
<td>Foundations of Public Health: Environmental Health</td>
<td>3</td>
</tr>
</tbody>
</table>

**Research Methods (9 credit hours)**
 MPH 5000  Research Methods  3
 MPH 5230  Applied Linear Modeling  3
 MPH 5240  Planning, Implementation, &  
 Evaluation Evidence-Based Programs & Interventions  3

**Cross-Cutting Themes (1 credit hour)**

 MPH 5010  Cross-Cutting Themes in Public Health  1

**Public Health Seminar (2 credit hours)**

 MPH 5910  Public Health Seminar I  1
 MPH 5920  Public Health Seminar II  1

**Practicum (3 credit hours)**

 MPH 5701  Practicum-MPH Program  3

**Transdisciplinary Problem Solving in Public Health (6 credit hours)**

 Students choose two, 3-credit hour TPS courses to meet this requirement, which span a variety of topics.  6

**Electives/Specialization (11 credit hours)**

 Elective I  3
 Elective II  3
 Elective III  3
 Elective IV  2

**Skill Labs (3 credit hours)**

 Skill Lab I  1
 Skill Lab II  1
 Skill Lab III  1

**Culminating Experience (2 credit hours)**

 MPH 5905  Culminating Experience - CACE Prep Course  1
 MPH 5906  Culminating Experience - CACE Exam  1

**Total Units**  52

*Students use elective credits in year one and two to earn a specialization (p. 59) or take other graduate course work. They can choose from a wealth of public health and social work electives, including up to two additional Skill Labs, or pursue relevant courses from other Washington University graduate programs.

Curriculum and required credit hours are subject to change.

**MPH Specializations**

**Epidemiology/Biostatistics**

This specialization cultivates specialized skills in disease investigation, data analysis, and data presentation.

The explosion of digital data resulting from technological innovations in medical and biological informatics provides a wealth of new opportunities for students with this skill set to pursue numerous career paths in public health practice and research.


**Global Health**

This specialization provides a focus on issues most pertinent to low- and middle-income countries. Students will learn the basic biology and epidemiology of major infectious diseases and health conditions in global health along with the underlying risk factors for these conditions, including socio-economic determinants and environmental exposures.


**Health Policy Analysis**

This specialization prepares students to be leaders in health policy through positions in industry, nonprofits, and national, state, and local governments.

Students develop the knowledge and skills necessary to address critical issues in a complex and dynamic era of health care needs, delivery and reform. Students learn quantitative and qualitative skills necessary for evaluating and analyzing health care policies, laws, structures, and the policy-making process.


**Urban Design**

This specialization brings interdisciplinary thinking to the multifaceted challenges of public health in urban environments, preparing students to understand, prevent and address the health consequences and inequities associated with a complex matrix of urban landscapes including transportation systems, food and recreation access, housing, work sites, and land use policies.

This specialization is offered in collaboration with the Sam Fox School of Design & Visual Arts (http://samfoxschool.wustl.edu) at Washington University. The Sam Fox School has the distinction of being one of 10 founding members of the Association of Collegiate Schools of Architecture over 100 years ago, a long history of scholarly leadership in urban design, and an established Master of Urban Design (http://samfoxschool.wustl.edu/programs/mud) degree.
Visit our website to learn more about the Urban Design specialization (https://brownschool.wustl.edu/academics/master-of-public-health/pages/urban-design-specialization.aspx).

**MPH Certificate**

The certificate in Violence and Injury Prevention trains practitioners and researchers to understand the interrelated risk and protective factors of violence, and to act to reduce the impact of violence on the public's health.

There are four tracks available:

- Adolescents to Young Adults
- American Indian/Alaska Native
- Women
- Young Families/Children

**MPH Practicum**

Fieldwork allows students to expand their education beyond the classroom. Fieldwork — known as a practicum — will help students apply the knowledge and skills they’ve learned in the classroom in real-world settings. The experience will shape their leadership skills and create professional connections within their area of interest.

MPH students will complete one practicum, typically between their first and second year.

Our Field Education Program allows students to choose the location of their practicum — locally, nationally or internationally — so that it aligns with their interests and career goals. Our community partners in St. Louis connect students to the best advocates and clinicians in the region.

A field adviser will help students make sure the practicum site they choose will help develop the skills and connections they’ll need after graduation.

**MPH Dual and Joint Degrees**

The Brown School offers structured joint- and dual-degree programs, giving students the opportunity to earn a Master of Public Health degree in combination with one of the following degrees from the top-ranked schools of Washington University:

- Public Health and Social Work (MPH/MSW) (p. 60)
- Public Health and Medicine (MPH/MD) (p. 60)
- Public Health and Business (MPH/MBA) (p. 61)
- Public Health and Occupational Therapy (MPH/MSOT) (p. 61)

**Note:** To enter a joint-degree program, students must apply to each school separately and be admitted to both. Applicants interested in the MPH/MSW dual degree must apply to the Brown School’s public health (https://brownschool.wustl.edu/academics/master-of-public-health/pages/urban-design-specialization.aspx) and social work (https://brownschool.wustl.edu/academics/master-of-social-work/MSW-application-information/pages/default.aspx) programs separately. For more information about any of these programs, contact Admissions (https://brownschool.wustl.edu/pages/contact-us.aspx).

**MPH/Doctor of Medicine (MD)**

Available exclusively to current Washington University School of Medicine students pursuing their Doctor of Medicine degree, students in this program earn a Master of Public Health degree from the Brown School in one additional year of study.

Designed for medical students with an interest in population health, this program approaches improving community health from the perspective of prevention. Students gain an understanding of the social, economic, environmental and cultural determinants of health and learn to apply evidence-based approaches to community-level disease prevention, health promotion and health policy.

**Additional Information**

For more information about the MD/MPH program (http://bulletin.wustl.edu/medicine/departments/public-health), please contact Angela Hobson, PhD, Assistant Dean for Public Health at hobsona@wustl.edu, 314-935-2760; or email brownadmissions@wustl.edu.
MPH/Master of Business Administration (MBA)

Students from this program earn a Master of Public Health degree from the Brown School and a Master of Business Administration degree from Olin Business School. The program of study requires 94.5 credit hours, taken over three years.

Graduates with the joint MBA/MPH degree will have the interdisciplinary functional and critical-thinking skill set needed for distinctive impact and leadership in hospitals and pharmaceutical firms, health care consulting, policy think tanks, public administration and other management roles across the health care industry spectrum. Visit the Olin Business School website (http://www.olin.wustl.edu/EN-US/academic-programs/full-time-MBA/academics/joint-degrees/Pages/wash-u-graduate-programs.aspx) for more information.

Note: To enter a joint-degree program, an applicant must apply to each school separately and be admitted to both.

MPH/Master of Science in Occupational Therapy (MSOT)

Students from this program earn a Master of Public Health degree from the Brown School and a Master of Science in Occupational Therapy degree from the Washington University School of Medicine. The program of study requires 123 credit hours, taken over three and a half years.

With the Master of Science in Occupational Therapy (MSOT) degree, graduates will be eligible to sit for the NBCOT examination to become a practicing occupational therapist.

MPH/MSOT joint-degree graduates will fill a significant need locally, nationally and internationally for health care professionals who are trained to address issues of prevention, participation, everyday functional performance, habilitation, and quality of life in persons with chronic disease, disability or sociocultural disadvantage. Graduates will be prepared to work in a diverse array of settings including academia, community agencies, government institutions and nonprofit organizations, and to assume leadership roles in public policy, urban planning and advocacy. Visit the Occupational Therapy website (http://www.ot.wustl.edu/education/joint-degree-msotmph-453) to learn more.

3-2 MPH Program

Designed specifically for Washington University undergraduate students, this program allows students to earn both an undergraduate degree and a Master of Public Health in a total of five years.

What is Public Health?

The health care system is rapidly changing, and there is a growing need for health care providers, researchers, administrators and policymakers equipped with a systems-based understanding of health determinants and outcomes.

The Brown School’s Master of Public Health program offers graduate students social, economic, environmental and cultural perspectives toward health. Students apply evidence-based approaches to create multifaceted solutions in topics such as epidemiology, health policy and management, and health promotion.

Graduates are prepared for leadership across the health care spectrum. We encourage students to explore the ways some of our alumni are applying their degrees in local, national and global settings.

Students who plan to pursue additional graduate studies after earning their MPH — including doctoral programs in medicine, the sciences, or medical research — will develop a set of skills and experiences that strengthen their CVs and distinguish their applications from other candidates.

Continuing an Education at Washington University

The College of Arts & Sciences offers undergraduates incredible preparation for careers in health care. By continuing their education at the Brown School, they’ll deepen their access to the university’s outstanding resources, including:

- 13 affiliated research centers at the Brown School that offer opportunities for research-based practica, fellowships or independent projects
- Research and practicum opportunities at the School of Medicine
- Access to the Institute for Public Health, including the Center for Community Health Partnerships and Global Health Center
Established connections with health and service organizations throughout St. Louis, across the country and around the world

Health care innovation opportunities at the Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship

Undergraduate Course Work

The 3-2 MPH program is available to students pursuing any major in Washington University’s College of Arts & Sciences. We encourage interested students to take courses relevant to preparation for graduate studies in public health. Examples of disciplines related to public health include (but are not limited to) the following:

- African-American Studies
- Anthropology
- Biology and Biomedical Sciences
- Chemistry
- Cultural Studies
- Environmental Studies
- Global Health and Environment
- International Studies
- Mind, Brain and Behavior
- Political Science
- Psychology
- Sociology
- Urban Studies
- Women, Gender, and Sexuality Studies

Website: [https://brownschool.wustl.edu/academics/master-of-public-health/curriculum/pages/3-2-MPH-program.aspx](https://brownschool.wustl.edu/academics/master-of-public-health/curriculum/pages/3-2-MPH-program.aspx)

PhD in Social Work

The objective of the PhD in Social Work is to educate scholars for research careers in the social and behavioral sciences. The program is highly interdisciplinary, mentoring students with interests in such areas as social and economic development, child welfare, gerontology, addictions, health, mental health, and public health. Our PhD program in Social Work involves intensive study in social science research methods and personalized mentoring by some of the leading scholars in the field. In addition, our curriculum focuses on research methodology, theory, and data analysis.

We have a very high completion rate, and nearly all of those graduates go on to teaching and research positions in social science institutions throughout the world. An academic career in most large universities requires faculty who can maintain a rigorous research agenda, while teaching and providing service and leadership to the school and the profession. Thus, we teach doctoral students to excel in such areas as conducting individual and collaborative research projects, writing and publishing research findings, sharing knowledge with academic colleagues at professional conferences, and bringing the latest knowledge into the classroom for the benefit of future students, practitioners and educators.

Phone: 314-935-6605
Email: phdsocialwork@wustl.edu
Website: [https://brownschool.wustl.edu/academics/PhD-in-social-work](https://brownschool.wustl.edu/academics/PhD-in-social-work)

Degree Requirements

A completed master's degree in social work, public health, or related social science is required of all applicants for admission; a minimum of two years of post-master's practice and/or research experience is strongly recommended. The deadline for applications to the PhD in Social Work is December 1 of the year preceding enrollment.

Students need a minimum of 72 graduate credit hours for a PhD from the Brown School. These can include 21 master's-level credits. While in the program, the student takes a variety of theory and research methods courses, plus 15 units of elective credits outside the traditional social work curriculum. Electives may include classes in psychology, psychiatry, public health, anthropology, education, law, economics, or political science. Teaching practicums, research assistantships, and the writing of an "area statement" round out the required credits. Competence is assessed through a qualifying examination and the defense of the dissertation. We are unable to offer distance learning or part-time study.

The curriculum at the Brown School emphasizes substantive, theoretical and methodological preparation. Courses (p. 17) include:

- Introduction to Advanced Research
- Conceptual Foundations of Social Science Research
- The Role and Use of Theory in Applied Social Research
- Foundations of Data Analysis
- Applied Linear Regression Analysis
- Structural Equation Modeling

The first year of study includes basic principles in research, statistics, measurement, as well as theoretical orientations and content underlying the knowledge base of social work and social welfare.

The second year turns to a more individualized program of study. A curriculum plan is developed by each student and the adviser, focusing on an area of specialization within the field of social work.

The orientation of the PhD program is interdisciplinary, requiring 15 credits of course work in the social sciences. Social science courses are selected that are related to the student's developing
area of specialization. Courses in research methodology, research and teaching practica, and specialized courses also help to build the student's expertise as a social work scholar.

**PhD in Public Health Sciences**

The Brown School's [PhD program in Public Health Sciences](https://brownschool.wustl.edu/academics/PhD-in-social-work/documents/brownschool_PhD_viewbook_2016_interactive.pdf) prepares students to think critically as public health scientists, succeed as independent investigators, and understand and address public health challenges for the nation and the world. It provides hands-on research experiences and mentoring from day one in the program; a curriculum that builds methodological and analytical skills, and deep knowledge of the field's theoretical and conceptual underpinnings, philosophy and history; and professional acculturation and network building.

Our doctoral program involves intense study in population health and social science research methods and personalized mentoring by some of the leading scholars in the field. Our faculty are on the forefront of research in health disparities, chronic disease prevention, epidemiology and biostatistics, global health, health policy, systems science, urban design and the built environment, dissemination and implementation science, and mental health. Our curriculum prepares students for leadership in research in a rapidly changing society. We provide a diversity of experience and faculty with a cross-section of interests that enhance transdisciplinary learning. We have created a collaborative and entrepreneurial community with a strong commitment to conducting research that will have social impact.

A completed master's degree in public health, social work, or related social or health science is required of all applicants for admission. The deadline for applications to the PhD in Public Health Sciences is December 1 of the year preceding enrollment.

For additional information, please refer to our PhD Viewbook (PDF) ([https://brownschool.wustl.edu/academics/PhD-in-social-work/documents/brownschool_PhD_viewbook_2016_interactive.pdf](https://brownschool.wustl.edu/academics/PhD-in-social-work/documents/brownschool_PhD_viewbook_2016_interactive.pdf)).

**Website:** [https://brownschool.wustl.edu/academics/PhD-in-public-health-sciences](https://brownschool.wustl.edu/academics/PhD-in-public-health-sciences)

**Degree Requirements**

**PhD in Public Health Sciences**

- 72 credit hours; 21 credits transferable from a relevant master's program
- Two years enrolled in full-time courses
- Complete and defend a dissertation
- Three teaching practicums for course credit
- Three research practicums for course credit

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Phone: 314-935-8348
Email: cynthiadwilliams@wustl.edu

Brown School Staff

Looking to contact a member of the Brown School staff? Please visit Washington University's online directory (http://wustl.edu/directory).

Members of the Brown School faculty or staff should use the directories provided through our intranet: Inside Brown (https://insidebrown.gwb.wustl.edu/Pages/default.aspx). A username and password are required.

Admissions

Our school offers a top-ranked Master of Social Work degree and an innovative Master of Public Health degree, as well as PhD degrees in Social Work and in Public Health Sciences.

Hallmarks of a Brown School education include flexibility, interdisciplinary course work, and a commitment to evidence-based practice. We aim to give students the analytical foundation, frameworks, and tools to help them generate the deepest impact in the areas they’re most passionate about.

Master's Programs

To learn about the curriculum, application processes, and financial aid opportunities for each of our master's programs, visit the corresponding site below. Each site will introduce you to the program's practicum options, research opportunities, student resources, international programs, and student life.


Visit our Admissions website (https://brownschool.wustl.edu/pages/apply.aspx) for application information.

Doctoral Programs

To learn about the curriculum, application, and financial support for each of our doctoral programs, explore the admissions pages below.

- PhD in Social Work (https://brownschool.wustl.edu/academics/PhD-in-social-work)
- PhD in Public Health Sciences (https://brownschool.wustl.edu/academics/PhD-in-public-health-sciences)

Visit our Admissions website (https://brownschool.wustl.edu/pages/apply.aspx) for application information.

Academic Policies

Attendance/Preparation

Regular class attendance and preparation are expected of all students. In addition, faculty members may, and often do, establish their own specific attendance and preparation requirements, the violation of which may result in the lowering of a grade or exclusion from class.

Auditing Courses

The Brown School does not allow anyone except for authorized visiting scholars and field instructors to audit courses. Field instructors may not audit Intensive Trainings.

Enrollment

Once a student has been admitted to the Brown School, they are considered "Prime" to the Brown School in the degree program to which they are admitted. Every admitted student is required to follow the policies as set by the Brown School. Following policies is especially important in situations regarding enrollment for courses at other schools within Washington University while a Brown School degree-seeking student.

A student pursuing an MSW/MPH degree is considered a dual degree student, and they remain Prime to the Brown School, with an MSW Major Program Code the first year of study and an MPH Major Program Code for the second year and a semester of each in the third year.
Students who are seeking degrees in more than one program (classified as joint degree students) with one program outside of the Brown School are considered Prime to the school or program depending on enrollment and the agreement of each school. Students may contact the Registrar's Office of either school for clarification.

Student IDs are coded to a student's Prime program. Being Prime to the Brown School affords a student evening and weekend access to Brown School buildings. Joint degree students who are Prime to another Washington University program will have their IDs coded to allow access. Joint degree students with building access concerns should contact the Office of the Brown School Registrar.

### Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>P/P#</td>
<td>Pass</td>
</tr>
<tr>
<td>F/F#</td>
<td>Fail</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>R</td>
<td>Repeat</td>
</tr>
<tr>
<td>N</td>
<td>No Grade Submitted</td>
</tr>
</tbody>
</table>

All Brown School courses are for credit with the exception of the practicum and culminating experience.

### Academic Probation/Suspension

Both the MSW and MPH programs at the Brown School require that students maintain a minimum cumulative GPA of 3.0 (on a 4.0 scale). Failing to meet the minimum 3.0 GPA places a student on academic probation for the subsequent semester. If a student is only enrolled in practicum for the subsequent semester for which they are on academic probation, which is calculated on a pass/fail basis, then the student's grades will be reviewed after the following semester, when grades are earned.

Students will be notified by their associate dean regarding academic probation.


b. A minimum GPA of 3.0 is required for graduation.

c. If a student is placed on academic probation, there are financial aid implications. Students in this situation should discuss their options with the assistant director of Financial Aid.

Any student on academic probation for more than one semester may be referred to the Academic Progress Committee. The Academic Progress Committee is responsible for reviewing students' academic progress and making decisions regarding appropriate actions, which may include continued academic probation, a required LOA, or termination from the program.

a. This is an ad hoc committee consisting of three faculty members who do not have a conflict of interest.

b. The student whose academic progress is under review has the right to present their case to the committee with or without representation by another student or faculty member.

c. Once the committee completes its deliberations, it forwards a recommendation to the dean for a final decision. The dean communicates in writing the decision to the student, the chair of the Academic Progress Committee, their associate dean, and the student's adviser.

### Professional Integrity

Social Work and Public Health are practice professions involving the management of complex systems and interpersonal relationships with diverse peoples, many of whom are vulnerable in a variety of ways for myriad reasons. The Brown School requires that students entering the professions possess the skills to manage these relationships responsibly. The school maintains policies on academic integrity and academic progress that allow it to implement sanctions, including suspension and dismissal, to address deficiencies related to those areas. The faculty of the Brown School also understands that sometimes conduct that does not necessarily fall under the rubrics of academic integrity or academic progress provides sufficient indication that a student's behavior is not appropriate for the professional practice of social work or public health. The faculty has developed a statement of expectations and procedures that will help them address issues of conduct that raise serious concerns about a student's capacity for responsible social work and public health practice.

### Statement of Minimal Expectations

The Brown School minimally expects that students will do the following:

- Conduct themselves in a manner consistent with the Code of Ethics adopted by the National Association of Social Workers and the Public Health Code of Ethics by the Public Health Leadership Society.
- Conduct themselves in a manner consistent with the university's Code of Conduct (https://universitycompliance.wustl.edu/code-of-conduct).
• Demonstrate an ability to speak and listen respectfully.
• Demonstrate clarity of thinking, including an ability to process information, conceptualize, and integrate knowledge.
• Demonstrate honesty in interactions with students, staff, faculty, and at the practicum agency and an ability to be responsible, including such things as accurately recording and reporting practicum hours, keeping appointments, and attending class regularly.
• Appreciate and value diversity and demonstrate an ability to suspend personal biases in interactions with others, including not inappropriately imposing personal, religious, and cultural values on others.
• Represent their backgrounds, experiences and qualifications honestly.
• Seek and use help for medical and emotional problems that interfere with scholastic and professional performance, including engaging in treatment for substance abuse and mental disorders when needed.
• Not engage in behavior that is exploitative of others’ vulnerabilities or lack of power.

Evidence that a student is meeting or failing to meet these expectations may come from a variety of sources, including observation of student behavior in the classroom, in the field practicum, in interactions with fellow students, faculty and staff, personal statements, self assessments, recorded interview situations, and feedback from students, staff or community members.

Leave of Absence (LOA)

The Brown School accepts two types of leaves: personal and medical. A student who anticipates being on leave in any semester should discuss their situation with the director of Student Affairs to consider all options and assess the potential consequences to their academic record. The timing of a Leave of Absence (LOA) may impact both academic credits and tuition charges. Prior to a student taking an LOA they must meet with the registrar and the assistant director of Financial Aid to discuss how taking a leave may affect their record. Additionally, a Medical LOA must be approved by the Washington University Student Health Services and must be submitted prior to the last day of classes in that semester. All policies and procedures regarding a Medical Leave of Absence (http://shs.wustl.edu/FormsAndResources/Pages/Medical-Leave-of-Absence.aspx) are listed on the Student Health Services website.

For either a Personal or Medical LOA from the Brown School, the student must complete the appropriate LOA form prior to leaving. Completed forms must be submitted to the director of Student Affairs. The Brown School does not approve any LOA paperwork submitted after the last day of classes of the semester.

A Personal LOA can be approved for up to one academic year. If a student anticipates being on leave for longer than one academic year, they must request an extension of their leave for up to one additional academic year and must complete a new LOA form with the new anticipated date of return.

A student who takes a Medical or Personal LOA after the 12th week of classes may have to take the subsequent semester off, which can include summer.

If, due to an extended LOA, a student cannot complete their degree within four years of the original start date of their program, the student must reapply for admission and may be required to retake courses and/or practicum hours. Depending on the length of leave and the structure of the current curriculum, previous credits may not count toward the degree.

Voluntary Withdrawal

Before considering a voluntary withdrawal from the Brown School, a student should consult with the director of Student Affairs to consider all options and assess consequences to their academic record. The timing of a withdrawal may impact both academic credits and tuition charges. If a student then wishes to voluntarily withdraw from the Brown School, the following formal procedure is required:

1. Complete Request to Withdraw form. The effective date of withdrawal determines grades and any tuition refund.
2. Meet with the assistant director of Financial Aid, who will advise student on next steps regarding tuition and financial aid.
3. Meet with the registrar, who will advise student on course drop ramifications.
4. Submit form to the director of Student Affairs, who ensures notification and approval to the following: associate dean, student’s academic faculty/concentration adviser, registrar, Financial Aid, Field Education and the Office of Information Technology.

Administrative Withdrawal

In any semester, a student who has not enrolled for fall or spring courses, or has not attended classes for which they are enrolled, and has not initiated a leave of absence or a voluntary withdrawal will be administratively withdrawn from the Brown School by the fourth week of the current semester.

Repeating a Course

The Course Repeat Option provides students who have done poorly in a course the opportunity to repeat it, if there is space in that course. Courses taken at the Brown School can only be repeated for a better grade at the Brown School.

Repeating graded courses:

• Course Repeat Option may only be applied a maximum of two (2) times for the same course.
Students must register for the same course number* (instructor may be different) and pay tuition for that course.

On the transcript, the original course will remain on the transcript, but be designated with an R next to the original grade, indicating that the course was repeated.

All courses designated with an R (repeat note) will not be included in grade point average calculations and are not applicable toward graduation requirements.

The letter grade earned in the most recent attempt will be included in cumulative credit totals and a new grade point average will be calculated.

All subsequently repeated courses and grades will be recorded on the transcript and noted that the course has been repeated.

*If a course is no longer offered, students may not substitute an alternative course.

Students who have been dropped from a degree program may not use the course repeat process to gain readmission into that degree program. A course taken for undergraduate credit may not later be changed to graduate credit. Courses taken for undergraduate credit may not be taken for graduate credit.

If a student repeats a course after their degree has been awarded, the original course grade will not be excluded from the degree GPA nor will the new grade be included in the degree GPA.

Financial Information

Master's Degrees

The Brown School offers generous merit-based scholarships — more than $6 million awarded last year — as well as need-based financial aid.

Brown School students typically cover their educational expenses through a combination of the following:

- Scholarships from the Brown School
- Scholarships from external organizations
- Brown School Fellowships
- Yellow Ribbon Post-9/11 GI Bill benefits
- Federal work-study
- Federal student loans
- Part-time employment
- Out-of-pocket payments

The MSW tuition rate for the 2017-2018 academic year is $19,984 per semester. Learn more about MSW tuition, scholarships and fellowships (https://brownschool.wustl.edu/academics/master-of-social-work/tuition-and-fees) on our website.

The MPH tuition rate for the 2017-2018 academic year is $17,746 per semester. Learn more about MPH tuition, scholarships and fellowships (https://brownschool.wustl.edu/academics/master-of-public-health/tuition-and-fees) on our website.

Doctoral Degrees

The basic financial aid package for all new students consists of tuition coverage and four years of stipend support for all students accepted into the PhD program.

Base stipends for students in the Social Work PhD Program in 2017-2018 will be $18,500 per year for four years. Receipt of this stipend is not tied to work responsibilities.

Base stipends for students in the Public Health Sciences PhD Program in 2017-2018 will be $22,000 per year, which is linked to a student's performance of mentored research in public health at the Brown School.

Additional funding is possible through paid research and teaching practicums, among other sources, including external funding opportunities (PDF) (http://bulletin.wustl.edu/brownschool/financial/External_Scholarships_Fall-2017.pdf).

Because our program is full time, students are discouraged from engaging in outside employment.

Other tuition and stipend award packages are available from the following sources:

Mr. and Mrs. Spencer T. Olin Fellowships: These fellowships are awarded as a result of an annual competition open to all women who intend to commence graduate studies at Washington University the following fall. Olin Fellowships carry stipends for four years and full tuition. Women wishing to become candidates for the Olin Fellowship competition are asked to complete a separate Olin application in addition to their application for admission. Applicants must be graduates of a baccalaureate institution in the United States. For more information, call 314-935-6818 or visit the Olin Fellowship website (http://pages.wustl.edu/olinfellowship).

The Chancellor's Graduate Fellowships: These fellowships are designed to facilitate training for students who will contribute to diversity in graduate education and who are interested in becoming college or university professors. Students will be selected who, in light of all pertinent qualifications, experiences and attributes, would contribute to the diversity of graduate education at Washington University. For more information, call 314-935-6821 or visit the Chancellor's Graduate Fellowships website (http://pages.wustl.edu/cgfp).

Training Fellowships in Mental Health Services Research: These fellowships offer three years of tuition and stipend support from the National Institute of Mental Health. The fellowship is designed to prepare researchers to investigate such issues as the access, organization, and effectiveness of mental health services, particularly for clients in social service sectors of care. Visit the Center for Mental Health Services Research website.
The Social Work Training in Addictions Research (STAR) Program: This program offers tuition, three years of stipend support, and a travel allowance from the National Institute on Drug Abuse (NIDA). Recipients conduct research on services and treatment of substance-abusing and comorbid populations (particularly those underserved.) The STAR Program will produce social work researchers who have state-of-the-art knowledge of addiction services, prevention and intervention, and service delivery system costs and burdens. For more information, call 314-935-6685.

Additional Funding

The Brown School provides additional financial support to doctoral students such as travel subsidies for professional conferences. Advanced doctoral students are encouraged to apply for both internal and external dissertation awards.

Loans are available to graduate students whose financial need is not otherwise met. Application should be made to the Graduate School. Call 314-935-6821 for more details.

Notes: While international students may receive a university fellowship and stipend, they are not eligible for federal financial aid and are, therefore, asked to contact our PhD Office for information on nonfederal assistance. Again, we urge students to apply to the program early so that awards may be secured well in advance of the fall term.
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