

2018-19 Bulletin

Brown School

 Washington University in St. Louis



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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 2018-19 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:

- Architecture & Urban Design (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2018-19_grad_architecture.pdf)
- Art (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2018-19_grad_art.pdf)
- Arts & Sciences (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2018-19_graduate_school.pdf)
- Engineering & Applied Science (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2018-19_grad_engineering.pdf)
- Law (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2018-19_law.pdf)
- Medicine (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2018-19_medicine.pdf)
- Social Work & Public Health (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2018-19_brownschool.pdf)
- University College (undergraduate and graduate) (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2018-19_university_college.pdf)

The degree requirements and policies in the *2018-19 Bulletin* apply to students entering Washington University during the 2018-19 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 (October 16, 2018). 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>). Please email questions concerning the *Bulletin* to the Bulletin editor (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 (<http://wustl.edu/about/facts>) page of our website.

Enrollment by School

For enrollment information (<https://wustl.edu/about/university-facts/#students>), please visit the University Facts page 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 (<http://wustl.edu/about/leadership>) are detailed on the university website.

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 2018

Date	Day	Description
August 27	Monday	Classes begin
September 3	Monday	Labor Day holiday
October 13-16	Saturday-Tuesday	Fall Break
November 21-25	Wednesday-Sunday	Thanksgiving Break
December 7	Friday	Last day of classes
December 10-19	Monday-Wednesday	Reading and Exams

Spring Semester 2019

Date	Day	Description
January 14	Monday	Classes begin
January 21	Monday	Martin Luther King Jr. holiday
March 10-16	Sunday-Saturday	Spring Break
April 26	Friday	Last day of classes
April 29 - May 8	Monday-Wednesday	Reading and Exams
May 17	Friday	Commencement

Summer Semester 2019

Date	Day	Description
May 20	Monday	First Summer Session begins
May 27	Monday	Memorial Day holiday
July 4	Thursday	Independence Day holiday
August 15	Thursday	Last Summer Session ends

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 is located on the ground floor of Gregg House on the South 40, and it is the hub of academic support at Washington University in St. Louis. We provide undergraduate students with assistance in a variety of forms. Most services are free, and each year more than 2,000 students participate in one or more of our programs. For more information, visit the Cornerstone website (<http://cornerstone.wustl.edu>) or call 314-935-5970. The three teams housed within Cornerstone:

- **Academic Mentoring Programs** offer academic support in partnership with the academic departments in a variety of forms. Academic mentoring programs are designed to support students in their course work by helping them develop the lifelong skill of "learning how to learn" and by stimulating their independent thinking. Programs include: course-specific, weekly structured study groups facilitated by highly trained peer leaders; course-specific weekly walk-in sessions facilitated by academic mentors in locations, at times and in formats convenient for the students.

Cornerstone also offers individual consulting/coaching for

academic skills such as time management, study skills, note taking, accessing resources, etc. Other services include fee-based graduate and professional school entrance preparation courses.

- **Disability Resources** supports students with disabilities by fostering and facilitating an equal access environment for the Washington University community of learners. Disability Resources partners with faculty and staff to facilitate academic and housing accommodations for students with disabilities on the Danforth Campus. Students enrolled in the School of Medicine should contact their program's director. Please visit the Disability Resources website (<http://cornerstone.wustl.edu/disability-resources>) or contact Cornerstone: The Learning Center at 314-935-5970 for more information.
- **TRiO: Student Support Services** is a federally funded program that provides customized services for undergraduate students who are low-income, the first in their family to go to college, and/or have a documented disability. Services include academic coaching, academic peer mentoring, cultural and leadership programs, summer internship assistance, and post-graduation advising. First-year and transfer students are considered for selection during the summer before entering their first semester. Eligible students are encouraged to apply when notified, as space in this program is limited.

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.

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 the Office for International Students and Scholars 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>).

Relationship and Sexual Violence Prevention (RSVP) Center. The Relationship and Sexual Violence Prevention (RSVP) Center offers free and confidential services including 24/7 crisis intervention, counseling services, resources, support, and prevention education for all Danforth students. The RSVP Center operates from a public health model, utilizing trauma-informed practices to address the prevalent issues of relationship and sexual violence. Our goal in supporting impacted students is

to foster post-traumatic growth and resilience to better ensure academic retention and success. Our prevention efforts call for community engagement to engender an intolerance of violence and an active stance to challenge issues that perpetuate such a culture. Learn more at the RSVP Center website (<https://rsvpcenter.wustl.edu>).

WashU Cares. WashU Cares assists the university in handling situations involving the safety and well-being of Danforth Campus students. As such, WashU Cares is committed to fostering student success and campus safety through a proactive, collaborative, and systematic approach to the identification, intervention, and support of students of concern while empowering all university community members to create a culture of caring. If you are concerned about the physical or mental well-being of a student, please file a WashU Cares (<https://washucares.wustl.edu>) report.

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 (<http://writingcenter.wustl.edu>) are preferred and can be made online.

The Writing Center is located in Olin Library on level one.

Student Health Services, Danforth Campus

The Habif Health and Wellness Center, formerly known as Student Health Services, provides medical and mental health care for undergraduate and graduate students. Habif staff members include licensed professionals in Medical Services, Mental Health Services, and Health Promotion Services. Please visit us in Dardick House on the South 40, or visit the Habif Health and Wellness Center website (<http://shs.wustl.edu>) for more information about each of our services and staff members.

Hours:

Monday, Tuesday and Thursday 8 a.m.-6 p.m.

Wednesday 10 a.m.-6 p.m.

Friday 8 a.m.-5 p.m.

Saturday 9 a.m.-1 p.m.

A nurse answer line is available to answer any medical questions a student may have when Habif is closed. For after-hours care, please call: 314-935-6666.

Medical Services staff members provide care for the evaluation and treatment of an illness or injury, preventive health care and health education, and nutrition, physical therapy, travel medicine

and women's health services. Habif Health and Wellness Center providers are considered in-network and are participating members of the Washington University in St. Louis Physician's Network. Any condition requiring specialized medical services will be referred to an appropriate community specialist. Habif accepts most health insurance plans and will be able to bill the plan according to plan benefits when care is accessed at Habif. The student health insurance plan requires a referral any time care is not provided at Habif. Call 314-935-6666 or visit our website to schedule an appointment (<http://shs.wustl.edu>) for medical care, including allergy injections prescribed by your allergist, health consultations, for HIV or other STD testing, or for immunizations.

Appointments also are available for assessment, treatment and referral for students who are struggling with substance abuse.

The Habif Health and Wellness Center pharmacy is available to all Washington University students and their dependents who participate in the student health insurance plan. The pharmacy accepts most prescription insurance plans; please check with the pharmacist to see if your prescription plan is accepted at the pharmacy.

The Habif Health and Wellness Center lab provides full laboratory services. Approximately 20 tests can be performed in the lab. The remainder of all testing that is ordered by Habif is completed by LabCorp. LabCorp serves as our reference lab and is on the student health insurance plan as a preferred provider. This lab can collect any test ordered by our providers or by outside 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 (<http://shs.wustl.edu>) are available online. Failure to complete the required forms will delay registration and will prevent entrance into housing assignment. Please visit our website for complete information about requirements and deadlines (<http://shs.wustl.edu>).

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 to schedule an appointment (<http://shs.wustl.edu>).

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 (<http://shs.wustl.edu>) can be found online after June 1 of each year. Habif 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 the Habif Health and Wellness Center 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://bulletin.wustl.edu/medicine/resources/student-health>) of the medical school *Bulletin*.

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 6:00 p.m. to 4:00 a.m. seven days a week. The shuttle leaves from the Mallinckrodt Center 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. Community members can track the shuttle using the WUSTL Mobile App. The app can be downloaded free of charge from the iOS App Store or the Google Play store.

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. Community members are encouraged to download the personal safety app SafeTrek which allows users to call for help during emergencies. The SafeTrek app (<https://www.safetrekapp.com/affiliate/WUSTL>) can be downloaded online. 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 & Facilities 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 (jwkennedy@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 the Habif Health and Wellness Center. 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 the Habif Health and Wellness Center, 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 Habif Health and Wellness Center (<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 the Habif Health and Wellness Center. 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-filed-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/university-student-judicial-code>), 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 in instruction 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 in instruction 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 in instruction, 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 (<https://wustl.edu>).

Transcript requests for Danforth Campus students may be submitted to the Office of the University Registrar through WebSTAC. The School of Medicine registrar (<http://registrar.med.wustl.edu>)

(<http://registrar.med.wustl.edu/services/transcripts-and-certification>) accepts requests for transcripts and certification records for students and alumni of: Audiology and Communication Sciences, Clinical Investigation, Genetic Epidemiology, Health Administration, Nurse Anesthesia, Occupational Therapy, Pediatric Nurse Practitioner, Physical Therapy, Psychiatric Epidemiology, School of Dentistry and School of Medicine. 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 American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the International Center for Academic Integrity (ICAI).

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 (1921) (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 adjunct faculty (<https://brownschool.wustl.edu/faculty-and-research/pages/Adjunct-Faculty.aspx>) members, please visit the Brown School website.

Emeritus Faculty

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. 18)
- S20 SWHS (History & Professional Theme) (p. 19)
- S30 SWDP (Direct Practice) (p. 20)
- S31 SWDP (Direct Practice) (p. 22)
- 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. 35)
- S65 SWCD (Community Development) (p. 37)
- S70 SWPR (Practicum) (p. 38)
- S80 SCWK (Social Work) (p. 39)
- S81 SWIP (Independent Study) (p. 39)
- S90 SWDT (Doctoral) (p. 43)

S15 SWCR (Core)

Visit online course listings to view semester offerings for S15 SWCR (<https://courses.wustl.edu/CourseInfo.aspx?sch=S&dept=S15>).

S15 SWCR 5007 Research Methods with Statistical Applications

Focuses on evaluation at a variety of levels (individual, group, organization, community). Includes problem assessment, specification and monitoring of interventions, validation of measurement methods, and analysis and presentation of data. Covers statistical methods that are necessary to be good consumers of research and that serve as a foundation for other statistics courses.

Credit 3 units.

S15 SWCR 5011 Human Behavior

Approaches human behavior in the social environment from a life-span perspective. Foci include psychoanalytical theory and social learning theory. Implications of gender, race and socioeconomic status are considered. Pre/corequisite: S15-5038.

Credit 3 units.

S15 SWCR 5012 Social, Economic & Political Environment

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

S15 SWCR 5015 Social Justice and Human Diversity

Focuses on knowledge and skills for social work practice with economically disadvantaged and oppressed groups, particularly people of color, women, people with disabilities, gay men and lesbians, and other at-risk populations.

Credit 3 units.

S15 SWCR 5038 Social Work Practice with Individuals, Families, and Groups

Focuses on the basic knowledge and skills needed for social work practice with individuals, families and groups. Presents a historical view of social work practice with an overview of the values and ethics that characterize the profession. Capacity building approach will be discussed with an emphasis on evidence-based practice and a systems perspective.

Credit 3 units.

S15 SWCR 5039 Social Work Practice with Organizations and Communities

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

S15 SWCR 5040 Social Welfare Policies and Services

Covers the development of U.S. social welfare policies and existing social welfare programs. Addresses social policy analysis and understanding of legislative processes.

Credit 3 units.

S15 SWCR 5999 Evidence-Based Practice Skills for BSW Grads

This course is open only to incoming MSW students who have a Bachelor of Social Work (BSW) degree. Prerequisite: bachelor's degree in Social Work.

Credit 3 units.

S20 SWHS (History & Professional Theme)

Visit online course listings to view semester offerings for S20 SWHS (<https://courses.wustl.edu/CourseInfo.aspx?sch=S&dept=S20>).

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 4011 Differential Diagnosis

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

Credit 3 units.

S20 SWHS 5013 Poverty & Inequality in America

Focuses on the extent and causes of poverty in the United States, the effects of poverty on individuals and families, and the search for solutions. Prerequisite: S15-5012.

Credit 3 units.

S20 SWHS 5017 Management & Leadership of Organizations

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. Prerequisite: S15-5012.

Credit 3 units.

S20 SWHS 5018 Economic Realities of the American Dream

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

Same as I50 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. Pre/ corequisite: S15-5012.

Credit 3 units.

S20 SWHS 5079 Community Development and American Cities

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

SED Theories, Problems, and Issues requirement. For MSW Policy Specialization students, this course fulfills the elective requirement. For Master of Architecture students, this course fulfills the Urban Issues elective requirement. For Master of Urban Design students, this course fulfills the MUD Track elective requirement. MSW Pre/corequisite: S15-5012. Credit 3 units. Arch: GAMUD, GAUI, UI

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)

Visit online course listings to view semester offerings for S30 SWDP (<https://courses.wustl.edu/CourseInfo.aspx?sch=S&dept=S30>).

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 S55 MPH 5325

Credit 3 units.

S30 SWDP 5360 Youth Violence

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

Same as S55 MPH 5360
Credit 3 units.

S30 SWDP 5453 Principles of Clinical Interventions in Health

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

Credit 3 units.

S30 SWDP 5502 Applied Behavior Therapy

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

Credit 3 units.

S30 SWDP 5503 Cognitive Behavior Therapy

Emphasis on the acquisition of direct practice skills using case examples, video and role-plays, with patients with depression, anxiety and personality disorders. Prerequisites: S15-5038 and Pre/Corequisite S30-5502. Students cannot take S30-5503 with both S30-5502 and S30-5504 in the same semester.

Credit 3 units.

S30 SWDP 5504 Dialectical Behavior Therapy

An introduction to Dialectical Behavioral Therapy (DBT), an evidence based practice. Pre/corequisite: S30-5503. Note: Students cannot take this course with both S30-5502 and S30-5503 in the same semester.

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. Prerequisite: S15-5038.

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
Credit 3 units.

S30 SWDP 6215 Global Mental Health

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

S30 SWDP 7206 Contemporary Family Therapy

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

S30 SWDP 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 7328 Social Work Practice in Assessing, Managing, and Intervening with Suicidal Behavior

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

S30 SWDP 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 an overview of legislation and policies pertaining to exceptional children. Emphasis on assessing children, working with children and their families to maximize social and educational potential and providing support to individual children in a school setting.

Prerequisite: S15-5038.

Credit 3 units.

S30 SWDP 7821 International Child Welfare

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

Prerequisites: S15-5038 and S15-5040.

Credit 3 units.

S30 SWDP 9125 Social Work Practice and Services in Health Care

Builds on the use of individual, group, and family approaches to social work practice in health care settings. Emphasis is on the context of practice, cross-cultural health practice and ethical/legal issues. Prerequisite: S15-5038 & S30-5453.

Credit 3 units.

S30 SWDP 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)

Visit online course listings to view semester offerings for S31 SWDP (<https://courses.wustl.edu/CourseInfo.aspx?sch=S&dept=S31>).

S31 SWDP 4005 Indigenous Mental Health Practice

This course aims to provide an understanding of Indigenous mental health conceptualizations, delivery systems, programs and interventions available to those working with Indigenous populations. Students completing this course will learn competencies in conducting culturally inclusive psychosocial assessments, case-conceptualization, treatment planning, progress monitoring and termination.

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 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 specialties.

Credit 3 units.

S31 SWDP 5154 Designing and Implementing Sexual Health Education: Service Learning

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

Credit 3 units.

S31 SWDP 5155 Designing and Implementing Sexual Health Education, 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 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.

Credit 3 units.

S40 SWSP (Social Policy)

Visit online course listings to view semester offerings for S40 SWSP (<https://courses.wustl.edu/CourseInfo.aspx?sch=S&dept=S40>).

S40 SWSP 5620 Advanced Policy Analysis: Policy Impact Assessment

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

Credit 3 units.

S40 SWSP 5742 Health Administration and Policy

This course provides an overview of the structure and functions of the U.S. health care system, the relationship between the health care delivery system and public health, and an overview of the health care policy process in the United States. The existing and evolving financing, organizational structures, and delivery systems are described along with alternatives that have been discussed and developed domestically and internationally. The course also introduces key concepts in health care management. Finally, the course provides students with the tools necessary to evaluate and analyze health policy and health care systems in the U.S. MSW Prerequisite: S15-5040. Same as 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 5771 Policy & Services for Children & Youth

Explores social policies and practice affecting the development and delivery of social services to children and youth. Explores limitations in current programs and points to the development of alternative policies and services. Prerequisite: S15-5040.

Credit 3 units.

S40 SWSP 5780 Social Policy & Aging

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

Credit 3 units.

S40 SWSP 5784 Regulating Sex: Social Work Perspectives

This course examines how social forces combine with sexuality in contact zones across history to produce, suppress, and shape sexual norms, values, conduct, and institutions. It examines how forces of change, including discourses of religion, law, sexology, gender, race, lookism, ageism, consumerism, medicine, social work, and more have both served as regulatory tools and as objects changed by changing notions of sexuality and changing sexual practices. Special attention is paid in this course to how social work has targeted, policed, and supported sexual lives of individuals, groups, and communities at particular moments in history. This explicitly interdisciplinary course uses materials from law, social work, history, government, literature, sexology and popular culture and analyses these materials using feminist, critical race, queer, masculinity, and trans theories; social constructionism; intersectional, ecological, and strengths perspectives, and symbolic interactionism to gain new views of how the personal and the political interact and vie for hegemony. Students practice critiquing and formulating sexual health and social work policy and creating strategies for advocating for improved sexual health care.

Credit 3 units.

S40 SWSP 5809 Women's Issues in Social Welfare & Social Work

Examines a variety of women's issues in the social services arena and the social work profession. Focuses on women in American society, women as a special social service population group, and women as social work professionals. Prerequisite: S15-5040.

Credit 3 units.

S40 SWSP 5830 Policy Design Lab

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

Visit online course listings to view semester offerings for S48 SWSP (<https://courses.wustl.edu/CourseInfo.aspx?sch=S&dept=S48>).

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)

Visit online course listings to view semester offerings for S50 SWSA (<https://courses.wustl.edu/CourseInfo.aspx?sch=S&dept=S50>).

S50 SWSA 5011 Economics of Social Welfare

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

Credit 3 units.

S50 SWSA 5019 Managing People

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

Credit 3 units.

S50 SWSA 5030 Budgeting and Fiscal Management

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

Credit 3 units.

S50 SWSA 5033 Special Topics: Brown Consulting

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

Credit 3 units.

S50 SWSA 5050 Evaluation of Programs and Services

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

Credit 3 units.

S50 SWSA 5052 Leadership & Governance

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

Credit 3 units.

S50 SWSA 5060 Social Entrepreneurship

Social entrepreneurship refers to the practice of combining innovation, resourcefulness and opportunity to address critical social and environmental challenges. Social entrepreneurs focus on transforming systems and practices to enable human potential and to create sustainable systems change. We will learn how social entrepreneurs have responded to social challenges through creating companies. What are the strengths and weaknesses of this approach compared to "traditional" nonprofit management, activism, and social justice movements? Students will learn the basics of entrepreneurship, and work with selected student and community entrepreneurs on developing a business impact plan. Students who are interested in developing an existing minimum viable product (i.e., prototype of a viable idea) or project in the class should contact the instructor in advance. However, if you are wanting to develop an idea and test if it is viable, you should consider the Social Innovation class (S50 SWSA 5063). The Social Entrepreneurship class is directed

toward students who a) have a project that is past the idea stage (i.e., you have a Minimally Viable Product) or b) students who may not have their own idea/project but wish to work on a business impact plan in a team. The deliverable for this class is a business impact plan, the standard reporting document for Ashoka fellows. This course fulfills 3 credits in Leadership/Management. Prerequisite for SW students: S15-5038. Same as B63 MGT 500T, B63 MGT 500U.

Credit 3 units. EN: S

S50 SWSA 5061 Business Planning for New Enterprises-The Hatchery

In this course, student teams pursue their own business idea or support outside entrepreneurs by researching, writing, and pitching business plans for new commercial or social ventures. Enrolled students can recruit a team to work on their own business idea, or can join a team working on another's idea. Outside entrepreneurs and scientific researchers wishing to recruit student teams must apply in advance to be considered for student selection. Most of the work is done outside the classroom with the support of mentors, advisers and the instructor. Classes are held once per week for the first half of the semester. Workshops and rehearsals are required in the second part of the term. Students 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 5064 Refugee Empowerment, Physical Activity and Urban Development In Berlin, Germany

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

Credit 3 units.

S50 SWSA 5066 Marketing, Resource Development & Community Relations

Examines how organizations develop and maintain support from the community. Three interrelated topics are addressed: marketing services, financial and other services, and community (public) relations. This course fulfills 3 credits in Leadership/Management. Prerequisite: S15-5038.

Credit 3 units.

S50 SWSA 5069 Developing Programs In Health and Social Service Settings

(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 5072 Special Topics in Mental & Behavioral Healthcare

The purpose of this course is to provide an opportunity for students interested in mental health services to integrate theory, policies, and practices in an applied setting. This course will range from helping community partners understand a problem to creating a strategy of implementation practice. The course utilizes a community-engaged applied learning model and allows for the students to ground their learning of the Brown School's

FLAIR process. Additionally, concepts from implementation practice will be highlighted throughout this course. Prerequisite: S15-5039 & permission of instructor.
Credit 3 units.

S50 SWSA 5380 Health Impact Assessment in Australia

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

Same as S55 MPH 5380

Credit 3 units.

S55 MPH (Public Health)

Visit online course listings to view semester offerings for S55 MPH (<https://courses.wustl.edu/CourseInfo.aspx?sch=S&dept=S55>).

S55 MPH 4003 Global Burden of Disease: Methods and Applications

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

Same as M19 PHS 5656

Credit 3 units. A&S IQ: SSC EN: S

S55 MPH 5000 Research Methods

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

Credit 3 units.

S55 MPH 5001 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 Policy, Politics, and Power in Global Health

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

Credit 3 units.

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 Quantitative Methods for Health Policy

Analysis

This course will introduce students to additional methods and topics in economic evaluation of health (health care and public health) and health services research (HSR). Students will learn the differences, strengths, and weaknesses of different approaches at a "user" level. Students will produce a project in which they focus on either the economic evaluation or HSR

side to evaluate public health policies or problems. Prerequisite: Health Economics (S55-5120) or permission of instructor.
Credit 3 units.

S55 MPH 5122 Health, Politics, and Policy

Health, Politics, and Policy: This course focuses on how public policies are actually made in the United States, and in particular, health policies. The course is designed to introduce students to the literature, concepts, theories, and politics of the policy process and methods for analyzing this process. The emphasis in the readings will be on different concepts for studying the policy process and analyses. This course will focus on concepts related to policy processes including policymaking and politics.

Credit 3 units.

S55 MPH 5129 Public Health in St. Louis

This course provides critical knowledge and skills relevant to understanding the importance of context in public health practice. Seminal reports exhort the St. Louis community to consider the intersection of social, economic, and political structures and their impact on Public Health. Forward Through Ferguson: A Path Toward Racial Equity written in response to the social and political unrest in the region after an unarmed black teenager was shot and killed identifies the correlations between race and access to health and quality life. The For the Sake of All Report outlines the connections between the social detriments of health and the unequal distribution of health in the St. Louis Region. This course will use community-engaged teaching to explore these issues. Students will work alongside public health practitioners and community members to think together around strategies to move these recommendations forward.

Credit 3 units.

S55 MPH 5132 Global Mental Health

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

Same as S30 SWDP 6215

Credit 3 units.

S55 MPH 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 5146
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: Strategic Planning and Execution
This course will help students gain knowledge and basic skills in strategic planning and execution. The course will include an examination of models of strategic planning; assessing strengths, weaknesses, opportunities and threats; developing a vision, goals, and strategies for mission achievement and then translating them into action plans, dashboards, staff and board responsibilities. This course fulfills 1 credit in Leadership/Management.
Same as S81 SWIP 5177
Credit 1 unit.

S55 MPH 5230 Applied Linear Modeling
This course focuses on statistical modeling and analysis methods relevant to epidemiological and clinical research, as well as applied research in behavioral, social, and health sciences. A general linear models approach is taken to data analysis strategies using linear, logistic, and poisson regression, as well as ANOVA methods for repeated measures. Prerequisite: Biostatistics. Required Corequisite: Students enrolled in Section 01 must also be enrolled in Lab A. Students enrolled in Section 02 must also be enrolled in Lab B.
Credit 3 units.

S55 MPH 5240 Planning, Implementation, & Evaluation Evidence-Based Programs & Interventions
This course focuses on program evaluation, outcomes research, cost effectiveness research, methods for executing and evaluating health education intervention plans, quantitative and qualitative methods and their application to public health practice. Prerequisite: S55-5000 Research Methods.
Credit 3 units.

S55 MPH 5245 Special Topics: Advanced Data Analysis
Students will be provided with an introduction to theory and analytical techniques commonly employed in the practice of public health through mini-lectures and a hands-on experiential learning approach. Students will work in teams to develop and conduct a project, choosing from real-world public health datasets. Mini-lectures will address theory as well as practical tools and in class exercises will be focused on application of the theories and tools. Homework will be assigned that provides students with further opportunity to gain competency in strategies that can be employed to analyze public health data. The course will also provide students with the opportunity to develop skills in data visualization strategies, conducting reproducible research, presenting projects, and effectively responding to constructive critiques. Prerequisites: S55-5002; S55-5003; S55-5230; basic competency in R or motivation to learn R or by instructor permission.
Credit 2 units.

S55 MPH 5305 TPS: Chronic Disease: Obesity Prevention and Public Health Policy

Students will be exposed to a wide range of perspectives from diverse disciplines about the various causes and potential solutions to key public health issues in the United States. Students will work in groups to integrate these transdisciplinary perspectives into a richer understanding of public health problems and propose new solutions that draw upon the contributions of at least three different disciplines.

Credit 3 units.

S55 MPH 5321 TPS: Global Hunger and Undernutrition

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

Credit 3 units.

S55 MPH 5322 TPS: Interrogating Health, Race & Inequalities

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

Same as I50 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 5351 TPS: Poverty, Law, and the Health of Communities

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

Credit 3 units.

S55 MPH 5355 TPS: Popular Culture and Public Health

This course will use popular culture and popular media to: a) examine depictions of public health problems related to the social determinants of health and health behaviors and

b) explore the use of popular media tools and techniques to enhance health information delivery and intervention design. Students will learn to be critical consumers of health-related popular media content, use popular media approaches to communicate across different demographic segments of the population, and take advantage of traditional and emerging media to shape and dissemination public health messages. Credit 3 units.

S55 MPH 5360 TPS: Youth Violence

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

S55 MPH 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 material serve as catalysts for learning and classroom discussion. Tools and techniques studied include narrative therapies, motivational interviewing, asset and needs mapping, the sexual genogram, the sexual ecosystem questionnaire, solution-focused therapy, coaching, photovoice, intravention work, and critical incident analysis. Students examine how developing skills, knowledge and attitudes needed to discuss and work with sexuality are critical to personal freedom, human rights, social work ethics, and social work practice. This course is designed for the social work professional either preparing for a specialization in sexuality education and/or therapy or wanting to address sexual health issues in other social work specialties.

Same as S31 SWDP 5153

Credit 3 units.

S55 MPH 5372 TPS: Gender, Poverty, and Global Health

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

S55 MPH 5374 TPS: Global Reproductive Health

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

Credit 3 units.

S55 MPH 5380 TPS: Health Impact Assessment in Australia

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

Credit 3 units.

S55 MPH 5381 TPS: Sustainability, Development and Health:

Costa Rica

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

Credit 3 units.

S55 MPH 5563 Introduction to Dissemination and Implementation Science

This course provides an introduction to dissemination and implementation (D&I) science (i.e., translational research in health). Topics include the importance and language of D&I science; designs, methods, and measures; differences and similarities across clinical, public health, and policy settings; selected tools for D&I research and practice; and future issues. Same as M19 PHS 563

Credit 1 unit.

S55 MPH 5620 Advanced Policy Analysis: Policy Impact Assessment

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

Same as S40 SWSP 5620

Credit 3 units.

S55 MPH 5701 Practicum-MPH Program

This course provides supervised experience in application of public health techniques through work in a public health agency or other health care organization.

Credit variable, maximum 3 units.

S55 MPH 5702 Practicum II for MPH Students

Credit variable, maximum 3 units.

S55 MPH 5801 Independent Study

S55 MPH 5905 Culminating Experience - CACE Prep Course

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

Credit 1 unit.

S55 MPH 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 Using Stata

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

Credit 1 unit.

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.

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 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: S55-5960 or S55-5961 or S55-5962 or by permission of the instructor.

Credit 1 unit.

S55 MPH 5980 Skill Lab: Advanced Data Management and Statistical Analysis in SAS

This course will build upon the material covered in S55-5960 (Data Analysis: SAS) to provide students with the skills to tackle more complex data management and analysis tasks using the SAS statistical package in a Windows environment. Students will learn through hands-on tutorials and assignments. Topics will include arrays, exporting data, complex merging of datasets (e.g., merge-matching), developing algorithms, testing the assumptions of common statistical tests, and troubleshooting. Prerequisites for the course are the completion of S55-5003 Foundations of Public Health: Biostatistics, S55-5000 Research Methods and S55-5960 Skill Lab: Data Analysis: SAS or permission of the instructor.

Credit 1 unit.

S60 SWCD (Community Development)

Visit online course listings to view semester offerings for S60 SWCD (<https://courses.wustl.edu/CourseInfo.aspx?sch=S&dept=S60>).

S60 SWCD 5016 Community Development Practice: Basic Concepts & Methods

Reviews the theory and practice of community development in the United States. Emphasis on programs in St. Louis and other major American cities. Course will expose students to both research findings and practical intervention strategies. Prerequisite: S15-5012. Pre/corequisite: S15-5039. Credit 3 units.

S60 SWCD 5018 State Level Lobbying

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

S60 SWCD 5019 Community Development with American Indian and Other Indigenous Communities

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

S60 SWCD 5022 Philanthropy & Grantmaking in Community Development

The Theory and Practice of Corporate Social Responsibility: Creating Shared Value Through Investments in Financial Capability. Corporate Social Responsibility (CSR) is a business approach that contributes to sustainable development by delivering economic, social and environmental benefits for all stakeholders, but what is the place of the modern MSW within corporate America? As part of this course, students will learn the history, theory and application of corporate social responsibility through the lens and strategic model of Equifax Inc. Over the course of the semester, students will conduct a critical review of the existing Equifax CSR approach while also contributing to a grant-making process that will allocate 50-70k toward economic development projects in North City. Lead by the director of community relations from Equifax (David Stiffler) and the director of field education at the Brown School (Jenni Harpring), the course will offer a unique engagement with local corporate, nonprofit and economic leaders in an effort to show the connectivity between CSR and the modern MSW. Credit 3 units. EN: H

S60 SWCD 5027 Fundamentals of Community Organizing

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

Credit 3 units.

S60 SWCD 5043 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, generationaly. 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.

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 the community. Course participants will choose one of three semester-long projects, the subject of which will be developed by course instructors and client organizations in advance of the semester. The course will meet both on-campus and at various community sites. For MSW Program SED Concentration students, this course fulfills the SED concentration Practice Methods requirement. Enrollment is limited to 24 students with prior course work in community development, urban design or related fields. Preference is given to graduate architecture and social work students; other students will be admitted by permission of the instructors. Upon registering in the course, please send a brief statement (1-2 paragraphs) about your interest in the course and previous course work or experience that has prepared you for participation. Statements should be emailed (ljenks@wustl.edu).

Credit 3 units. Arch: GAMUD, GAUI

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 Del for The Long Term

This course will introduce students to the various elements of mixed-income housing including the roles of various stakeholders regarding a property's social, financial, physical and compliance goals; the tools that link property performance to overarching objectives for the housing and its residents; the basics of real estate economics and an introduction to the Low Income Housing Tax Credit Program that is responsible for one-third of all rental housing produced today. The first weekend will feature a national expert on mixed-income housing research. The second weekend will feature a site visit where students will have an opportunity to compare resident services performance "in the field" with classroom theory.

Credit 3 units.

S60 SWCD 5084 Mixed Income Housing and Community Management: Financial Management and Sustainability

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

Credit 3 units.

S60 SWCD 5086 Social and Economic Development: East St. Louis Seminar Part 2

Course is by pre-registration only. Complete application on Inside Brown. Consult Inside Brown for more information.

This is the second semester of a two-semester course. It is a continuation of S60-5076 Social and Economic Development: East St. Louis Seminar Part 1 from the fall semester. This course provides a theoretical and experiential understanding of the basic forces, factors and institutional dynamics that interface and persist to keep low-income people in poverty, generationally. Students will preferably take this class along with an "internship" or practicum, to learn the "nuts and bolts" of how to build 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.

S60 SWCD 5091 Exploring Community School Models

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

Credit 3 units.

S60 SWCD 5381 Sustainability, Development, and Health

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

Same as S55 MPH 5381

Credit 3 units.

S60 SWCD 6025 Leadership Development and Evaluation in Indian Country I

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

Credit 1 unit.

S60 SWCD 6026 Leadership Development and Evaluation in Indian Country II

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

Credit 2 units.

S60 SWCD 6027 Leadership Development and Evaluation In Indian Country III

This course is for second-year students. Students will meet for two hours every other Friday (15 hours total). During their first semester they will assist in the development of the Washington University in St. Louis annual Pow Wow. Additionally, students will review types of evaluation and data collection methods. The content will focus on the theme of the event.

S60 SWCD 6028 Leadership Development and Evaluation In Indian Country IV

This course is for second-semester students, second-year in the American Indian/Alaska Native Studies concentration and for all students who have taken Leadership Development & Evaluation in Indian Country 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)

Visit online course listings to view semester offerings for S65 SWCD (<https://courses.wustl.edu/CourseInfo.aspx?sch=S&dept=S65>).

S65 SWCD 5037 Domestic Violence and the Law

Enrollment limit: 20 (preferably 10 Law students + 10 Social Work students). This 2-credit interdisciplinary course will focus on the intersection of law and social work in relation to domestic violence and the law, with particular focus on Missouri. The course is designed for law students who may practice in this substantive area when they graduate/pass the Bar exam, social work students who may practice in this area as court advocates or directors of domestic violence agencies, and law students and social workers who may be doing public policy work in this area. This course will start with an overview of the nature & dynamics of domestic violence, and include subjects such as power & control, types of abuse, dangers when leaving, necessity for safety planning, and multiple oppressions. Thereafter, the course will lay the groundwork for an analysis of the law with an historical perspective by covering the state of the law prior to the passage of specialized criminal and civil laws, the necessity for these laws, and directed study of the laws that were passed and why. One area of concentration in this analysis will be how the law can be used to change social conditions and 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 or 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 start-up, implementation and scale-up of innovations (e.g., evidence-based practices), project management, and sustainability; tools for designing, conducting, and evaluating group model building interventions; and techniques for managing group dynamics involving power, interpersonal conflicts, and working with marginalized stakeholders. The course also provides opportunities for students to develop and hone GMB practice skills through in-class exercises and demonstrations; observation and participation in GMB sessions; and the design, execution, and evaluation of a GMB class-project with a client organization. Special attention will be given to understanding the dynamics of social and economic justice, value and ethical issues, as well as issues related to race, ethnicity, culture, gender, sexual orientation, religion, physical or mental disability or illness, age, and national origin. Prerequisites: S15-5007 & S15-5040.

Credit 3 units.

S65 SWCD 5075 American Indian Law

This course will explore the central aspects of federal and international law affecting American Indians. The course will begin by considering the status of Indian nations as sovereign political entities within the United States and examining the legal and political relationships these nations have with the 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 religions; issues of economic development, including the right of Indian nations to operate gaming enterprises on their reservations; and jurisdictional conflicts between and among the 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. No prerequisites. 3 units.

Same as W74 LAW 635D

Credit 3 units.

S65 SWCD 5082 Foundations of Geographic Information Systems (GIS) for the Applied Social Sciences

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

Credit 3 units.

S65 SWCD 5660 Designing Sustainable Social Policies & Programs: A System Dynamics Approach

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, policy-making, business, and engineering systems.
Prerequisites: S15-5007 and S15-5040.

Credit 3 units. EN: TU

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

Prerequisites: S15-5011 & S15-5038. Corequisites: concurrent enrollment or completion of S15-5005, S15-5012, S15-5015, & S15-5040. Required concurrent enrollment in S70-5102 Integration Foundation Field Practicum Seminar.
Credit variable, maximum 4 units.

S70 SWPR 5012 Foundation Practicum, Second Semester

Prerequisites: S15-5011 & S15-5038. Corequisite: concurrent enrollment or completion of S15-5005, S15-5012, S15-5015, S15-5040.
Credit variable, maximum 3 units.

S70 SWPR 5013 Foundation Practicum, Third Semester

Prerequisites: S15-5011 & S15-5038. Corequisites: concurrent enrollment or completion of S15-5005, S15-5012, S15-5015, S15-5040.
Credit variable, maximum 2 units.

S70 SWPR 5014 Concentration Practicum, First Semester

Prerequisite: completion of Foundation Practicum.

Credit variable, maximum 5 units.

S70 SWPR 5018 Concentration Practicum, Second Semester

Prerequisite: completion of Foundation Practicum.

Credit variable, maximum 4 units.

S70 SWPR 5022 Concentration Practicum, Third Semester

Prerequisite: completion of Foundation Practicum.

Credit variable, maximum 3 units.

S70 SWPR 5032 Concentration Practicum, Fourth Semester

Prerequisite: completion of Foundation Practicum.

Credit variable, maximum 2 units.

S70 SWPR 5036 Elective Practicum, First Semester

Credit variable, maximum 5 units.

S70 SWPR 5037 Elective Practicum, Second Semester

Credit variable, maximum 4 units.

S70 SWPR 5038 Elective Practicum, Third Semester

Credit variable, maximum 3 units.

S70 SWPR 5042 Concentration Practicum, Fifth Semester

Prerequisite: completion of Foundation Practicum.

Credit variable, maximum 3 units.

S70 SWPR 5102 Integrative Foundation Field Practicum Seminar

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

S80 SCWK (Social Work)

Visit online course listings to view semester offerings for S80 SCWK (<https://courses.wustl.edu/CourseInfo.aspx?sch=S&dept=S80>).

S80 SCWK 5003 Biostatistics

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

the research question and the characteristics of the data; and how to communicate analysis results effectively.

Same as S55 MPH 5003

Credit 3 units.

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. Prerequisite: Biostatistics. Required Corequisite: Students enrolled in Section 01 *must* also be enrolled in Lab A. Students enrolled in Section 02 *must* also be enrolled in Lab B.

Same as S55 MPH 5230

Credit 3 units.

S81 SWIP (Independent Study)

Visit online course listings to view semester offerings for S81 SWIP (<https://courses.wustl.edu/CourseInfo.aspx?sch=S&dept=S81>)

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 5058 Motivational Interviewing: Beyond the Basics to Integration and Application

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

Credit 1 unit.

S81 SWIP 5061 English Language Support for Academic Communication in Brown School Programs

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

Credit 2 units.

S81 SWIP 5066 Teen Outreach Program (TOP)

This skills lab will provide students with knowledge of and basic facilitation skills in the Teen Outreach Program (TOP), an evidence-based youth development and teen pregnancy prevention model. TOP is one of the few youth development initiatives proven to be highly effective in preventing risk factors

of school dropout, academic failure, and teen pregnancy. The TOP facilitator skills lab content will include an orientation to TOP - including program history, core goals, core principles, key outcomes, the TOP fidelity model, and an overview of how and why TOP gets results. The TOP Changing Scenes curriculum will be introduced with modeling of two lessons, a review of Community Service Learning principles, practice building a service learning project with a group, coaching on and practice facilitating sensitive subject matter, and values neutral facilitation. The experiential learning cycle and multiple intelligence theory will be reviewed, including practice integrating both into lessons and service learning. An overview of operational, sequencing, and routine considerations for planning a TOP club will be provided. Teams of two to three training participants will prepare and practice facilitating a TOP lesson. Trainers will provide consistent modeling of techniques for group engagement, process learning, and integrating the core components of TOP. Participants who successfully complete this skills lab will be eligible for certification as a TOP facilitator, but can only facilitate TOP within Wyman Center's TOP replication model.

Credit 1 unit.

S81 SWIP 5080 Prolonged Exposure Therapy

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

Credit 1 unit.

S81 SWIP 5081 Brief Cognitive Behavioral Therapy (BCBT) for Anxious Youth

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

Credit 1 unit.

S81 SWIP 5083 Integrated Mental & Behavioral Healthcare

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

Credit 1 unit.

S81 SWIP 5085 Acceptance & Commitment Therapy Skill Lab

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

S81 SWIP 5086 ASIST: Applied Suicide Intervention Training

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

Credit 1 unit.

S81 SWIP 5087 Skill Lab: Core Elements of Parent Management Training

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

S81 SWIP 5121 Skill Lab: Self-Care for Helping Professionals

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

Credit 1 unit.

S81 SWIP 5140 Skill Lab: Managing and Leading Teams & People

This course will provide the basic skills and best practices in managing people and leading teams. It will focus on task supervision include designing jobs and job descriptions, selecting and orienting job applicants, motivating and supporting employees, and measuring work performance. It will provide best practices in building effective, empowered, engaged teams. This course fulfills 1 credit in Leadership/Management.

Credit 1 unit.

S81 SWIP 5141 Skill Lab: Performance Management and Continuous Quality Improvement

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

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 5151 MSW Research Seminar I

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

S81 SWIP 5152 MSW Research Seminar II

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

S81 SWIP 5177 Skill Lab: Strategic Planning and Execution

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

S81 SWIP 5190 Exploring the Therapeutic Model of Policing

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

S81 SWIP 5193 Skill Lab: Helping Low-Income Clients

Navigate Household Finances

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

S81 SWIP 5501 System Dynamics Skill Lab I

Permission of instructor required. This course will help students learn how to engage organizations and communities using system dynamics with specific attention to stakeholder analysis, problem structuring, identifying and assessing data sources, conducting key informant interviews, and selecting the appropriate strategy for group model building (S65-5660), 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: S65-5050.

Credit 1 unit.

S81 SWIP 5502 System Dynamics Skill Lab II

Permission of instructor required. This course will help students learn how to formulate equations and build confidence in system dynamics simulation models for policy analysis, program design, and strategic planning. The course is designed for those who have completed an introductory course in system dynamics (S65-5660) 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 5503 System Dynamics Skill Lab III

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

S81 SWIP 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.
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 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 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 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: S55-5960 or S55-5961 or S55-5962 or by permission of the instructor.

Same as S55 MPH 5973
Credit 1 unit.

S90 SWDT (Doctoral)

Visit online course listings to view semester offerings for S90 SWDT (<https://courses.wustl.edu/CourseInfo.aspx?sch=S&dept=S90>).

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 5010 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 5500 Theoretical Orientations in Public Health Sciences

The primary goal of Theoretical Orientations in Public Health Sciences is to provide an in-depth exploration of the major theoretical traditions and approaches used in the public health sciences. The class will cover the historical development of important public health theories, as well as current theoretical

developments and challenges. Students will also engage with a number of class exercises and assignments that will introduce them to how theories are developed, applied, and tested in public health research contexts. The theoretical coverage emphasizes a "cells-to-society" approach, and will include assessments of biological, medical, epidemiologic, behavioral, environmental, policy, organizational, and systems theories. Credit 3 units.

S90 SWDT 6550 Introduction to Advanced Research

This course provides an introduction to the basic and central concepts in social scientific research. It also addresses the skills needed to conceptualize and plan a research project. The research process is presented as a means to scientifically and systematically advance social work and social science knowledge. This course also examines some of the current issues concerning scientific research. Students prepare a framework for a critical review of research in a selected area and prepare a full research proposal, suitable for submission to external funders. 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 6815 Professional Development Seminar 1

Open only to PhD students in Social Work.

Credit 1 unit.

S90 SWDT 6816 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 8840 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.

Degree Requirements	Credit Hours
Foundation	21 credit hours
Research Methods with Basic Statistics (SWCR 5007)	3
Human Behavior (SWCR 5011)	3
Social Justice and Human Diversity (SWCR 5015)	3
Social, Economic & Political Environment (SWCR 5012)	3

Social Welfare Policies and Services (SWCR 5040)	3
Social Work Practice with Individuals, Families, and Groups (SWCR 5038)	3
Social Work Practice with Organizations and Communities (SWCR 5039)	3
Foundation Practicum	4 credit hours
Foundation Practicum	3
Foundation Practicum Integrative Seminar	1
Concentration*	21 credit hours
Social Policy	3
Theory, Problems, and Issues	3-6
Practice Methods	6-9
Evaluation	3
Leadership and Management	3
Concentration Practicum	5 credit hours
Electives**	9 credit hours
Elective I	3
Elective II	3
Elective III	3

* 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. 47)
- 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. 51)
 - American Indian/Alaska Native (p. 51)
 - Women (p. 52)
 - Young Families and Children (p. 52)

American Indian and Alaska Native

Code	Title	Units
Foundation Courses (21 credits)		
SWCR 5007	Research Methods with Statistical Applications	3
SWCR 5011	Human Behavior	3
SWCR 5012	Social, Economic & Political Environment	3
SWCR 5015	Social Justice and Human Diversity	3
SWCR 5038	Social Work Practice with Individuals, Families, and Groups	3
SWCR 5039	Social Work Practice with Organizations and Communities	3
SWCR 5040	Social Welfare Policies and Services	3
Foundation Practicum (4 credits)		
SWPR 5006	Foundation Practicum, First Semester	3
SWPR 5102	Integrative Foundation Field Practicum Seminar	1
Concentration Courses		
Theory, Problems, and Issues (3 credits)		
SWHS 5751	American Indian Societies, Values, and Cultures	3
Social Policy (3 credits)		
SWSP 5749	American Indian Social Welfare Policies and Administrative Practices	3
Practice Methods (9 credits)		
SWDP 4005	Indigenous Mental Health Practice	3
SWCD 5019	Community Development with American Indian and Other Indigenous Communities	3
SWCD 6025	Leadership Development and Evaluation in Indian Country I (FL 1 credit)	1
SWCD 6026	Leadership Development and Evaluation in Indian Country II (SP 2 credits)	2
SWCD 6027	Leadership Development and Evaluation In Indian Country III (FL 0 credits)	0

SWCD 6028	Leadership Development and Evaluation In Indian Country IV (SP 0 credits)	0
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Concentration Practicum (5 credits)

SWPR 5014	Concentration Practicum, First Semester	5
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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); select one of the following:

SWSP 5842	Social Policy Analysis & Evaluation or SWSA 5050 Evaluation of Programs and Services	3
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Electives (9 credits)

Total Units	60
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Children, Youth and Families

Code	Title	Units
Foundation Courses (21 credits)		
SWCR 5007	Research Methods with Statistical Applications	3
SWCR 5011	Human Behavior	3
SWCR 5012	Social, Economic & Political Environment	3
SWCR 5015	Social Justice and Human Diversity	3
SWCR 5038	Social Work Practice with Individuals, Families, and Groups	3
SWCR 5039	Social Work Practice with Organizations and Communities	3
SWCR 5040	Social Welfare Policies and Services	3
Foundation Practicum (4 credits)		
SWPR 5006	Foundation Practicum, First Semester	3
SWPR 5102	Integrative Foundation Field Practicum Seminar	1
Concentration Courses		
Theory, Problems, and Issues (3 credits)		
SWHS 1011	Theoretical & Empirical Bases for Practice with Children, Youth & Families	3
Social Policy (3 credits)		
SWSP 5771	Policy & Services for Children & Youth	3
Practice Methods (9 credits)		
SWDP 4010	Social Work Practice in Early Childhood	9
Direct Practice Track		
Required:		
SWSA 5069	Developing Programs in Health & Social Service Settings	
Two of the following are required:		
SWDP 4010	Social Work Practice in Early Childhood	

SWDP 7325	Social Work Practice with Children in Families	
SWDP 7326	Social Work Practice with Youth in Families	
School Social Work Track		
Required:		
SWDP 7815	Social Work Services in Public School Settings	
SWDP 7818	Social Work, Education, and the Exceptional Child	
One of the following is required:		
SWDP 4010	Social Work Practice in Early Childhood	
SWDP 7325	Social Work Practice with Children in Families	
SWDP 7326	Social Work Practice with Youth in Families	
Urban Education Track		
Required:		
SWDP 7815	Social Work in the Public School Setting	
One of the following is required:		
WSA 5069	Developing Programs In Health and Social Service Settings	
or SWCD 5016	Community Development Practice: Basic Concepts & Methods	
One of the following is required:		
SWDP 7325	Social Work Practice with Children in Families	
or SWDP 7326	Social Work Practice with Youth in Families	
Concentration Practicum (5 credits)		
SWPR 5014	Concentration Practicum, First Semester	5
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)		
SWSP 5842	Social Policy Analysis & Evaluation	3
or WSA 5050	Evaluation of Programs and Services	
Elective (9 credits)		
Total Units		60
Health		
Code	Title	Units
Foundation Courses (21 credits)		
SWCR 5007	Research Methods with Statistical Applications	3
SWCR 5011	Human Behavior	3

SWCR 5012	Social, Economic & Political Environment	3
SWCR 5015	Social Justice and Human Diversity	3
SWCR 5038	Social Work Practice with Individuals, Families, and Groups	3
SWCR 5039	Social Work Practice with Organizations and Communities	3
SWCR 5040	Social Welfare Policies and Services	3
Foundation Practicum (4 credits)		
SWPR 5006	Foundation Practicum, First Semester	3
SWPR 5102	Integrative Foundation Field Practicum Seminar	1
Concentration Courses		
Theory, Problems, and Issues (3 credits)		
SWHS 3022	Health Behavior and Health Promotion	3
Social Policy (3 credits)		
SWSP 5742	Health Administration and Policy	3
Practice Methods (9 credits)		
SWDP 5453	Principles of Clinical Interventions in Health	3
SWDP 5702	Applied Group Work Practice	3
SWDP 9125	Social Work Practice and Services in Health Care	3
Concentration Practicum (5 credits)		
SWPR 5014	Concentration Practicum, First Semester	5
Leadership & Management (3 credits)		
Choose three 1-credit L&M courses, or one 3-credit L&M course to meet this requirement.		
Evaluation (3 credits)		
SWSP 5842	Social Policy Analysis & Evaluation	3
or WSA 5050	Evaluation of Programs and Services	
Electives (9 credits)		
Total Units		60

Mental Health

Code	Title	Units
Foundation Courses (21 credits)		
SWCR 5007	Research Methods with Statistical Applications	3
SWCR 5011	Human Behavior	3
SWCR 5012	Social, Economic & Political Environment	3
SWCR 5015	Social Justice and Human Diversity	3
SWCR 5038	Social Work Practice with Individuals, Families, and Groups	3

SWCR 5039	Social Work Practice with Organizations and Communities	3
SWCR 5040	Social Welfare Policies and Services	3
Foundation Practicum (4 credits)		
SWPR 5006	Foundation Practicum, First Semester	3
SWPR 5102	Integrative Foundation Field Practicum Seminar	1
Concentration Courses		
Theory, Problems, and Issues (3 credits)		
SWHS 4011	Differential Diagnosis	3
Social Policy (3 credits)		
SWSP 5012	Mental Health Policy	3
Practice Methods (9 credits)		
SWDP 5502	Applied Behavior Therapy or SWDP 5505 Interpersonal Psychotherapy or SWDP 6011 Brief Outcome Therapy	9
Clinical Practice Track		
Required:		
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		
S30 SWDP 7206	Contemporary Family Therapy	
S30 SWDP 7502	Intervention Approaches for Treating Couples	
S30 SWDP 9453	Substance Use Disorders	
Concentration Practicum (5 credits)		
SWPR 5014	Concentration Practicum, First Semester	5
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)		
SWSP 5842	Social Policy Analysis & Evaluation or SWSA 5050 Evaluation of Programs and Services	3
Electives (9 credits)		
Total Units		60

Older Adults and Aging

Code	Title	Units
Foundation Courses (21 credits)		
SWCR 5007	Research Methods with Statistical Applications	3
SWCR 5011	Human Behavior	3
SWCR 5012	Social, Economic & Political Environment	3
SWCR 5015	Social Justice and Human Diversity	3

SWCR 5038	Social Work Practice with Individuals, Families, and Groups	3
SWCR 5039	Social Work Practice with Organizations and Communities	3
SWCR 5040	Social Welfare Policies and Services	3
Foundation Practicum (4 credits)		
SWPR 5006	Foundation Practicum, First Semester	3
SWPR 5102	Integrative Foundation Field Practicum Seminar	1
Concentration Courses		
Theory, Problems, and Issues (3 credits)		
SWHS 2010	Theories and Issues in Aging	3
Social Policy (3 credits)		
SWSP 5780	Social Policy & Aging	3
Practice Methods (9 credits)		
SWSA 5069	Developing Programs In Health and Social Service Settings	3
SWDP 7327	Aging Network Services	3
SWDP 9455	Direct Social Work Practice with Older Adults	3
Concentration Practicum (5 credits)		
SWPR 5014	Concentration Practicum, First Semester	5
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	3
Electives (9 credits)		
Total Units		60

Social and Economic Development - Domestic

Code	Title	Units
Foundation Courses (21 credits)		
SWCR 5007	Research Methods with Statistical Applications	3
SWCR 5011	Human Behavior	3
SWCR 5012	Social, Economic & Political Environment	3
SWCR 5015	Social Justice and Human Diversity	3
SWCR 5038	Social Work Practice with Individuals, Families, and Groups	3
SWCR 5039	Social Work Practice with Organizations and Communities	3
SWCR 5040	Social Welfare Policies and Services	3

Foundation Practicum (4 credits)		
SWPR 5006	Foundation Practicum, First Semester	3
SWPR 5102	Integrative Foundation Field Practicum Seminar	1
Concentration Courses		
Theory, Problems, and Issues (3 credits)		
SWHS 5013	Poverty & Inequality in America	3
or SWHS 5079	Community Development and American Cities	
Social Policy (3 credits)		
SWSP 5861	Domestic Social & Economic Development	3
Practice Methods (9 credits)		
Three of the following are required:		9
SWSP 5830	Policy Design Lab	
SWSA 5060	Social Entrepreneurship	
SWCD 5016	Community Development Practice: Basic Concepts & Methods	
SWCD 5018	State Level Lobbying	
SWCD 5027	Fundamentals of Community Organizing	
SWCD 5050	Community Based System Dynamics	
or SWCD 5660	Designing Sustainable Social Policies & Programs: A System Dynamics Approach	
SWCD 5076	Social and Economic Development/ Redevelopment Part 1	
SWCD 5078	Developing Sustainable Urban Communities	
SWCD 5082	Mixed-Income Housing & Community Management: Fundamentals of Property & Resident Services Operations	
or SWCD 5083	Mixed Income Hsing: Evaluating & Maximizing Prop Perf & Srv Del for The Long Term	
or SWCD 5084	Mixed Income Housing and Community Management: Financial Management and Sustainability	
SWCD 5086	Social and Economic Development: East St. Louis Seminar Part 2	
Concentration Practicum (5 credits)		
SWPR 5014	Concentration Practicum, First Semester	5
Leadership and Management (3 credits)		
Choose three 1-credit L&M courses, or one 3-credit L&M course to meet this requirement.		3
Evaluation (3 credits)		
SWSP 5842	Social Policy Analysis & Evaluation	3
or SWSA 5050	Evaluation of Programs and Services	
Electives (9 credits)		
Total Units		60
Social and Economic Development - International		
Code	Title	Units
Foundation Courses (21 credits)		
SWCR 5007	Research Methods with Statistical Applications	3
SWCR 5011	Human Behavior	3
SWCR 5012	Social, Economic & Political Environment	3
SWCR 5015	Social Justice and Human Diversity	3
SWCR 5038	Social Work Practice with Individuals, Families, and Groups	3
SWCR 5039	Social Work Practice with Organizations and Communities	3
SWCR 5040	Social Welfare Policies and Services	3
Foundation Practicum (4 credits)		
SWPR 5006	Foundation Practicum, First Semester	3
SWPR 5102	Integrative Foundation Field Practicum Seminar	1
Concentration Courses		
Theory, Problems, and Issues (3 credits)		
SWHS 5030	International Social Development	3
Social Policy (3 credits)		
SWSP 5862	International Social and Economic Development Policy	3
Practice Methods (9 credits)		
SWCD 5056	Development Practice in International Settings	
Two of the following are required:		9
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)		
SWPR 5014	Concentration Practicum, First Semester	5
Leadership and Management (3 credits)		
Choose three 1-credit L&M courses, or one 3-credit L&M course to meet this requirement.		3
Evaluation (3 credits)		

or SWSA 5050 Evaluation of Programs and Services	
Electives (9 credits)	9
Total Units	60

Violence and Injury Prevention - Adolescents to Young Adults

Code	Title	Units
Foundation Courses (21 credits)		
SWCR 5007	Research Methods with Statistical Applications	3
SWCR 5011	Human Behavior	3
SWCR 5012	Social, Economic & Political Environment	3
SWCR 5015	Social Justice and Human Diversity	3
SWCR 5038	Social Work Practice with Individuals, Families, and Groups	3
SWCR 5039	Social Work Practice with Organizations and Communities	3
SWCR 5040	Social Welfare Policies and Services	3
Foundation Practicum (4 credits)		
SWPR 5006	Foundation Practicum, First Semester	3
SWPR 5102	Integrative Foundation Field Practicum Seminar	1
Concentration Courses		
Theory, Problems, and Issues (3 credits)		
SWHS 1022	Intimate Partner Violence: Theories, Problems and Issues	3
Social Policy (3 credits)		
SWSP 5771	Policy & Services for Children & Youth	3
or SWSP 5784	Regulating Sex: Social Work Perspectives	
Practice Methods (9 credits)		
One of the following is required:		
SWDP 7326	Social Work Practice with Youth in Families	
or SWDP 5243	Social Work Practice with Gay, Lesbian, Bisexual and Transgender Populations	
Two of the following are required:		
SWDP 5325	Child Maltreatment Prevention	
S30 SWDP 5360	Youth Violence	
SWDP 7330	Prevention and Promotion to Support Healthy Child Development Among At-Risk Families and Communities	
SWDP 5147	Core Concepts in Trauma Treatment for Children and Adolescents	
SWDP 5154	Designing and Implementing Sexual Health Education: Service Learning	
SWDP 5157	Sex Trafficking	
S31 SWDP 5180	Criminal Justice Involved Adults	

Concentration Practicum (5 credits)

SWPR 5014	Concentration Practicum, First Semester	5
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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)

SWSP 5842	Social Policy Analysis & Evaluation	3
or SWSA 5050	Evaluation of Programs and Services	

Electives (9 credits)	9
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Total Units	60
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Violence and Injury Prevention - American Indian/Alaska Native

Code	Title	Units
Foundation Courses (21 credits)		
SWCR 5007	Research Methods with Statistical Applications	3
SWCR 5011	Human Behavior	3
SWCR 5012	Social, Economic & Political Environment	3
SWCR 5015	Social Justice and Human Diversity	3
SWCR 5038	Social Work Practice with Individuals, Families, and Groups	3
SWCR 5039	Social Work Practice with Organizations and Communities	3
SWCR 5040	Social Welfare Policies and Services	3
Foundation Practicum (4 credits)		
SWPR 5006	Foundation Practicum, First Semester	3
SWPR 5102	Integrative Foundation Field Practicum Seminar	1

Concentration Courses

Theory (3 credits)		
SWHS 1022	Intimate Partner Violence: Theories, Problems and Issues	3

Social Policy (3 credits)

SWSP 5749	American Indian Social Welfare Policies and Administrative Practices	3
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Practice Methods (9 credits)

SWDP 4005	Indigenous Mental Health Practice	3
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Two of the following are required:

S30 SWDP 5360	Youth Violence
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SWDP 7330	Prevention and Promotion to Support Healthy Child Development Among At-Risk Families and Communities
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SWDP 5122	Intervention Approaches with Women
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SWDP 5147	Core Concepts in Trauma Treatment for Children and Adolescents
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SWDP 5157	Sex Trafficking	
MPH 5325	TPS: Child Maltreatment Prevention	
Concentration Practicum (5 credits)		
SWPR 5014	Concentration Practicum, First Semester	5
Leadership and Management (3 credits)		
Choose three 1-credit L&M courses, or one 3-credit L&M course to meet this requirement.		3
Evaluation (3 credits)		
SWSP 5842	Social Policy Analysis & Evaluation	3
or SWSA 5050	Evaluation of Programs and Services	
Electives (9 credits)		
Total Units		63

Violence and Injury Prevention - Women

Code	Title	Units
Foundation Courses (21 credits)		
SWCR 5007	Research Methods with Statistical Applications	3
SWCR 5011	Human Behavior	3
SWCR 5012	Social, Economic & Political Environment	3
SWCR 5015	Social Justice and Human Diversity	3
SWCR 5038	Social Work Practice with Individuals, Families, and Groups	3
SWCR 5039	Social Work Practice with Organizations and Communities	3
SWCR 5040	Social Welfare Policies and Services	3
Foundation Practicum (4 credits)		
SWPR 5006	Foundation Practicum, First Semester	3
SWPR 5102	Integrative Foundation Field Practicum Seminar	1
Concentration Courses		
Theory, Problems, and Issues (3 credits)		
SWHS 1022	Intimate Partner Violence: Theories, Problems and Issues	3
Social Policy (3 credits)		
SWSP 5784	Regulating Sex: Social Work Perspectives	3
or SWSP 5809	Women's Issues in Social Welfare & Social Work	
Practice Methods (9 credits)		
SWDP 5122	Intervention Approaches with Women	
or SWDP 5153	Sexual Health Across the Life Course	
Two of the following are required:		
S31 SWDP 5122	Intervention Approaches with Women	

SWDP 5153	Sexual Health Across the Life Course	
SWDP 5154	Designing and Implementing Sexual Health Education: Service Learning	
SWDP 5157	Sex Trafficking	
Concentration Practicum (5 credits)		
SWPR 5014	Concentration Practicum, First Semester	5
Leadership and Management (3 credits)		
Choose three 1-credit L&M courses, or one 3-credit L&M course to meet this requirement.		3
Evaluation (3 credits)		
SWSP 5842	Social Policy Analysis & Evaluation	3
or SWSA 5050	Evaluation of Programs and Services	
Electives (9 credits)		
Total Units		60

Violence and Injury Prevention - Young Families and Children

Code	Title	Units
Foundation Courses (21 credits)		
SWCR 5007	Research Methods with Statistical Applications	3
SWCR 5011	Human Behavior	3
SWCR 5012	Social, Economic & Political Environment	3
SWCR 5015	Social Justice and Human Diversity	3
SWCR 5038	Social Work Practice with Individuals, Families, and Groups	3
SWCR 5039	Social Work Practice with Organizations and Communities	3
SWCR 5040	Social Welfare Policies and Services	3
Foundation Practicum (4 credits)		
SWPR 5006	Foundation Practicum, First Semester	3
SWPR 5102	Integrative Foundation Field Practicum Seminar	1
Concentration Courses		
Theory, Problems, and Issues (3 credits)		
SWHS 1022	Intimate Partner Violence: Theories, Problems and Issues	3
Social Policy (3 credits)		
SWSP 5771	Policy & Services for Children & Youth	3
Practice Methods (9 credits)		
SWDP 7325	Social Work Practice with Children in Families	
or SWDP 4010	Social Work Practice in Early Childhood	

Two of the following are required:

SWDP 7330	Prevention and Promotion to Support Healthy Child Development Among At-Risk Families and Communities	
SWDP 7821	International Child Welfare	
SWDP 5147	Core Concepts in Trauma Treatment for Children and Adolescents	
MPH 5325	TPS: Child Maltreatment Prevention	
Concentration Practicum (5 credits)		
SWPR 5014	Concentration Practicum, First Semester	5
Leadership and Management (3 credits)		
Choose three 1-credit L&M courses, or one 3-credit L&M course to meet this requirement.		3
Evaluation (3 credits)		
SWSP 5842	Social Policy Analysis & Evaluation	3
or SWSA 5050 Evaluation of Programs and Services		
Electives (9 credits)		9
Total Units		60

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. 54)
- 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 adviser and field instructor to ensure relevant content.

Management

Code	Title	Units
Management Specialization (12 credits required)		
Required Courses (9 credits)		
SWHS 5017	Management & Leadership of Organizations	3
SWSA 5019	Managing People	3
SWSA 5030	Budgeting and Fiscal Management	3
Electives (3 credits)		3

Choose one 3-credit course or three skill labs:

3-credit courses:

SWSA 5033	Special Topics: Brown Consulting	
SWSA 5052	Leadership & Governance	
SWSA 5060	Social Entrepreneurship	
SWSA 5066	Marketing, Resource Development & Community Relations	
Skill Labs:		
SWIP 5041	Skill Lab: Grantwriting: Foundation Grants	
SWIP 5042	Skill Lab: Grantwriting: Government Grants	
SWIP 5141	Skill Lab: Performance Management and Continuous Quality Improvement	
SWIP 5142	Skill Lab: Program and Project Management	
SWIP 5143	Skill Lab: Volunteer Management	
SWIP 5144	Skill Lab: Fundraising Design and Management	
SWIP 5147	Effective Meeting Management and Group Facilitation	
SWIP 5177	Skill Lab: Strategic Planning and Execution	

Total Units 12

Policy

Code	Title	Units
Policy Specialization (12 credits required)		
Required Courses (9 credits)		
SWSP 5830	Policy Design Lab	3
SWSP 5842	Social Policy Analysis & Evaluation	3
SWCD 5018	State Level Lobbying	3
One of the following is required:		3
SWHS 5079	Community Development and American Cities	
SWSP 5742	Health Administration and Policy	
SWSP 5749	American Indian Social Welfare Policies and Administrative Practices	
SWSP 5771	Policy & Services for Children & Youth	
SWSP 5780	Social Policy & Aging	
SWSP 5809	Women's Issues in Social Welfare & Social Work	
SWSP 5861	Domestic Social & Economic Development	
SWSP 5862	International Social and Economic Development Policy	
SWSP 5012	Mental Health Policy	
Total Units		12

Research

Code	Title	Units
Research Specialization (12 credits required)		
Required Courses (9 credits)		
SCWK 5230	Applied Linear Modeling	3
SCWK 5003	Biostatistics	3
SWIP 5151	MSW Research Seminar I	1
SWIP 5152	MSW Research Seminar II	2
Elective (3 credits)		
SWSP 5842 or SWSA 5050	Social Policy Analysis & Evaluation Evaluation of Programs and Services	3
Total Units		12

Social Entrepreneurship

Code	Title	Units
Social Entrepreneurship Specialization (12 credits required)		
Required Courses (9 credits)		
SWSA 5030	Budgeting and Fiscal Management	3
SWSA 5060	Social Entrepreneurship	3
SWSA 5061	Business Planning for New Enterprises-The Hatchery	3
Electives (3 credits required)		
Select one 3-credit course or two 1.5-credit courses:		
3-credit courses:		
SWSA 5019	Managing People	
SWSA 5063	Social Innovation	
SWSA 5066	Marketing, Resource Development & Community Relations	
B65 MKT 5503	Marketing Management	
B67 OMM 5704	Operations Management	
1.5 credit courses:		
B60 ACCT 5001	Introduction to Financial Accounting	
B63 MGT 502	Ethical Issues in Managerial Decision Making	
B63 MGT 511A	Law and Business Management	
B63 MGT 511B	Legal Issues at Business Stages	
B63 MGT 513N	Labor & Employment Laws	
B63 MGT 520	Taylor Community Consulting Project	
B63 MGT 529	Management and Corporate Responsibility	
B63 MGT 533	Effective Managerial Communication	
B63 MGT 550Q	Law, Business & Governance	
B63 MGT 5301	Introduction to Management & Strategy	
B66 OB 561	Negotiation and Conflict Management	

B66 OB 562	Leadership Competence
B66 OB 565	Leading Change
B66 OB 5601	Organizational Behavior
Total Units	12

System Dynamics

Code	Title	Units
System Dynamics Specialization (9 credits required)		
Required Courses (9 credits)		
SWCD 5660	Designing Sustainable Social Policies & Programs: A System Dynamics Approach	3
SWCD 5050	Community Based System Dynamics	3
SWIP 5501	System Dynamics Skill Lab I	1
SWIP 5502	System Dynamics Skill Lab II	1
SWIP 5503	System Dynamics Skill Lab III	1
Total Units		9

Sexual Health and Education

Code	Title	Units
Sexual Health and Education Specialization (9 credits required)		
Required Course (3 credits)		
SWDP 5152	Sex, Society, and Social Work: Issues and Interventions	3
Electives (6 credits)		
Two of the following are required:		
SWHS 1022	Intimate Partner Violence: Theories, Problems and Issues	
SWDP 7502	Intervention Approaches for Treating Couples	
SWDP 5122	Intervention Approaches with Women	
SWDP 5153	Sexual Health Across the Life Course	
SWDP 5154	Designing and Implementing Sexual Health Education, Part 1	
SWDP 5155	Designing and Implementing Sexual Health Education, Part 2	
SWDP 5243	Social Work Practice with Gay, Lesbian, Bisexual and Transgender Populations	
SWSP 5784	Regulating Sex: Social Work Perspectives	
SWSP 5809	Women's Issues in Social Welfare & Social Work	
Total Units		9

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):

Code	Title	Units
SWCR 5007	Research Methods with Statistical Applications	3
SWCR 5011	Human Behavior	3
SWCR 5040	Social Welfare Policies and Services	3
SWCR 5038	Social Work Practice with Individuals, Families, and Groups	3
SWCR 5039	Social Work Practice with Organizations and Communities	3
SWPR 5006	Foundation Practicum, First Semester	3

SWPR 5102	Integrative Foundation Field Practicum Seminar	1
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.

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

* 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. 57)
- Law (JD) (p. 57)

We also offer two additional joint degrees in partnership with Eden Theological Seminary (<https://www.eden.edu/degree-programs>):

- Master of Divinity (MDiv) (p. 57)
- Master of Arts in Professional 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 (MSW) degree and a Master of Public Health (MPH) 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 joint-degree program earn a Master of Social Work (<https://brownschool.wustl.edu/Academics/Master-of-Social-Work/Curriculum/Pages/default.aspx>) degree from the Brown School and a Master of Architecture (<http://>

samfoxschool.wustl.edu/node/5724) or a Master of Urban Design (<http://samfoxschool.wustl.edu/programs/mud>) degree from the Sam Fox School of Design & Visual Arts.

Students entering the MArch 2 program who have also been admitted to the MSW program will need 3.5 to 4 academic years of study split between the Graduate School of Architecture & Urban Design and the Brown School.

Students admitted to the MUD/MSW program spend a minimum of two semesters in the Graduate School of Architecture & Urban Design completing the Master of Urban Design requirements and four semesters in the Brown School completing the MSW requirements.

The intent of the program is to prepare architects and urban designers to understand the built and urban environment through the lens of social work by being responsive to the emotional, social, and physical needs of individuals, families and communities.

Graduates of these joint-degree programs are prepared to work in community development and planning, housing rehabilitation, and residential design for populations at risk, such as the developmentally disabled, elderly, or economically disadvantaged.

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.

For both the MArch/MSW and MUD/MSW joint-degree programs, students may start their initial year in either school.

For more information, visit the Sam Fox School (<http://samfoxschool.wustl.edu>) or Brown School (<http://brownschool.wustl.edu>) websites.

MSW/Master of Arts in Education (MAEd)

Students from this program earn a Master of Social Work (MSW) degree from the Brown School and a Master of Arts in Education (MAEd) degree from the Department of Education in 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 (MSW) degree from the Brown School and a Master of Business Administration (MBA) 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. Learn more by visiting the Olin Business School website (<https://olin.wustl.edu/EN-US/academic-programs/full-time-MBA/academics/joint-degrees/Pages/default.aspx>).

Juris Doctoris (JD)/MSW

Students from this program earn a Master in Social Work degree from the Brown School and a Juris Doctoris 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 life cycle 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 (<https://www.eden.edu/degree-programs>) for more information.

MSW/Master of Arts in Professional Studies (MAPS)

Students in this program earn a Master of Social Work degree from the Brown School and a Master of Arts in Professional 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 professional 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 (<https://www.eden.edu/degree-programs>) 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) (https://brownschool.wustl.edu/academics/master-of-social-work/documents/MSW_3-2_certification_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 (<https://brownschool.wustl.edu/academics/master-of-social-work/MSW-application-information>), 3-2 Application Instructions (<https://brownschool.wustl.edu/academics/master-of-social-work/MSW-application-information/pages/3-2-MSW-program-applicants.aspx>) 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.

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>

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 webpage (<https://brownschool.wustl.edu/academics/master-of-public-health/curriculum>).

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.

Code	Title	Units
Foundations of Public Health (15 credit hours)		
MPH 5001	Foundations of Public Health: Health Behavior and Health Promotion	3
MPH 5002	Foundations of Public Health: Epidemiology	3
MPH 5003	Foundations of Public Health: Biostatistics	3
MPH 5004	Foundations of Public Health: Health Administration and Policy	3
MPH 5005	Foundations of Public Health: Environmental Health	3
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.		
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.

Visit our website to learn more about the Epidemiology/Biostatistics specialization (<https://brownschool.wustl.edu/academics/master-of-public-health/pages/epidemiology-biostatistics-specialization.aspx>).

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.

Visit our website to learn more about the Global Health specialization (<https://brownschool.wustl.edu/academics/master-of-public-health/pages/global-health-specialization.aspx>).

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.

Visit our website to learn more about the Health Policy Analysis specialization (<https://brownschool.wustl.edu/academics/master-of-public-health/pages/health-policy-analysis-specialization.aspx>).

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.

Website: <https://brownschool.wustl.edu/academics/master-of-public-health/pages/MPH-practicum.aspx>

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/MPH-application-instructions/pages/default.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>).

Website: <https://brownschool.wustl.edu/academics/master-of-public-health/curriculum/pages/dual-degree-curriculum.aspx>

MPH/Master of Social Work (MSW)

Students from this program earn a Master of Social Work (MSW) degree and a Master of Public Health (MPH) 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>

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 (hobson@wustl.edu), assistant dean for Public Health at 314-935-2760; or email Brown School Admissions (brownadmissions@wustl.edu).

Website: <https://brownschool.wustl.edu/academics/joint-and-dual-degrees/pages/MPH-doctor-of-medicine.aspx>

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.

Website: <https://brownschool.wustl.edu/academics/joint-and-dual-degrees/pages/MPH-master-of-business-administration.aspx>

MPH/Master of Science in Occupational Therapy (MSOT)

Students from this program earn a Master of Public Health (MPH) degree from the Brown School and a Master of Science in Occupational Therapy (MSOT) 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 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.

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

Website: [https://brownschool.wustl.edu/academics/joint-and-dual-degrees/pages/MPH-master-of-science-in-occupational-therapy-\(MSOT\).aspx](https://brownschool.wustl.edu/academics/joint-and-dual-degrees/pages/MPH-master-of-science-in-occupational-therapy-(MSOT).aspx)

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>

PhD in Social Work

The objective of the **PhD in Social Work** is to prepare scholars for teaching and research careers in social work and related social and behavioral sciences. The program is highly interdisciplinary, and students have the opportunity to learn from faculty at the forefront of advances in practice and policy impact in areas such as social and economic development, gerontology, health disparities, mental health, child and family welfare, violence prevention and intervention, and international social work. Our PhD program combines intensive study with

personalized mentoring to prepare the next generation of scholars across the nation and around the world with the skills needed to impact change and advance social justice.

We have a very high completion rate with most graduates going on to academic positions where they pursue a rigorous research agenda, while teaching and providing service and leadership to the school and the profession. Thus, we prepare doctoral students with the advanced quantitative and qualitative methodological training and professional skills to conduct research projects, successfully publish findings, present at highly regarded academic conferences, and apply the latest knowledge and instructional strategies in the classroom. The Brown School's collaborative community is strongly committed to providing an exciting and supportive learning environment.

A completed master's degree in social work or related field is required of all applicants for admission. Post-master's experience in social work at the micro, mezzo or macro levels is highly valued.

Phone: 314-935-6605
Email: phdsw@wustl.edu
Website: <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. 18) 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** 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 the Doctoral Programs Viewbook (<https://brownschool.wustl.edu/Academics/PhD-in-Public-Health-Sciences/Pages/default.aspx>) on the Brown School website.

Website: <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

Administration

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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.

- Master of Social Work (<https://brownschool.wustl.edu/academics/master-of-social-work>)
- Master of Public Health (<https://brownschool.wustl.edu/academics/master-of-public-health>)

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 allows **only** authorized visiting scholars and field instructors to audit courses. Field instructors may request to audit a course and must work with the professor to define expectations, and 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

Grade	Points per Unit
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7

C+	2.3
C	2.0
C-	1.7
F	0.0
P/P#	Pass
F/F#	Fail
I	Incomplete
W	Withdrawal
R	Repeat
N	No Grade Submitted

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.

- a. Students can monitor their semester and cumulative GPA in WebSTAC (<https://acadinfo.wustl.edu/WSTHome/Default.aspx>).
- 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.

A student on Academic Probation for more than one semester will have their case reviewed by the assistant dean of their program. The assistant dean may recommend continued Academic Probation, a remediation plan, or may choose to refer the case 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 full-time faculty members who do not have a conflict of interest (instructor, adviser, supervisor, employer, etc.).
- b. The student whose academic progress is under review has the right to present their case to the committee with or without support by a guest. The guest is not allowed to speak during the committee meeting.

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

The student has a right to appeal the decision of the Academic Progress Committee to the dean of the Brown School. The appeal must be submitted in writing within 14 days.

Professional Integrity

As local, national, and international leaders in social work, public health and social policy, the faculty, administration and staff of Brown School at Washington University in St. Louis are strongly committed to both academic and professional integrity. Academic integrity combines five fundamental values — honesty, trust, fairness, respect and responsibility — for all academic work. Professional integrity involves behaviors that are consistent with the professional and ethical expectations of one's field. Brown School students must understand the unconditional imperative for honesty and ethical behavior in all scholastic and professional endeavors as well as in everyday conduct within and beyond the Brown School community.

Social work, public health and social policy 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. Brown School students entrusted with practicum responsibilities are expected to be cognizant and respectful of all agency personnel and clients with whom they become associated. We require that students entering our professions possess the skills to manage these relationships responsibly.

The Brown School faculty has developed a statement of expectations and procedures that help them address issues of conduct that raise serious concerns about a student's capacity for responsible social work, public health or public policy practice.

Professional Integrity Violations

Professional integrity violations consist of behavior that is inconsistent with professional or ethical standards in the professional roles for which the student is being trained that are not necessarily covered by policies governing academic integrity. Behaviors inconsistent with the above listed expectations will be considered violations of professional integrity.

Statement of Minimal Expectations

The Brown School minimally expects that students will do the following inside and outside the classroom when engaged in university programs or activities:

- 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 adopted by the Public Health Leadership Society.

- Conduct themselves in a manner consistent with the university's 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 and 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 and punctually in accordance with instructors' policies.
- Demonstrate an ability to suspend personal biases in professional interactions with clients, including not imposing personal, religious or 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.
- Provide course and instructor evaluations at the end of each term and, if requested, at midterm. Complete individual, peer and/or team assessments if required. Participate actively in site visits, complete self-evaluations, and complete other assignments needed for a grade in practicum.
- Respect and maintain the appearance and the functionality of all buildings, classrooms and other facilities.

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; the field practicum; interactions with fellow students, faculty and staff; personal statements; self-assessments; recorded interview situations; and feedback from students, staff, community members or other sources.

Leave of Absence (LOA)

The Brown School accepts two types of leaves: Personal and Medical.

- Personal leave* is used for any non-medical (e.g., pregnancy, death in the family) emergency.
- Medical leaves must be authorized by Habif Health and Wellness Center (<http://shs.wustl.edu/FormsAndResources/Pages/Medical-Leave-of-Absence.aspx>).
 - Students taking a Medical LOA are eligible to maintain health insurance and access to Habif Health and Wellness Center.
 - Policies and procedures are listed on the Habif Health and Wellness Center website (<http://shs.wustl.edu/>)

[FormsAndResources/Pages/Medical-Leave-of-Absence.aspx](#).

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 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 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.

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.

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

* **International students** requesting a personal leave of absence must leave the country within 15 days after submitting their request and are responsible for their visa. They must also meet with a staff member in the Office for International Students and Scholars (OISS).

Voluntary Withdrawal

A student may request a voluntary withdrawal if they no longer wish to pursue their degree at the Brown School.

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 will determine grades and any tuition refund.

2. Meet with the assistant director of financial aid, who will advise student regarding tuition and financial aid implications.
3. Meet with the registrar, who will advise student on implications resulting from a voluntary withdrawal.
4. Submit Request to Withdraw form to the director of student affairs, who may approve and notifies: associate dean, student's academic adviser, registrar, financial aid, Office of Field Education, and 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

Students who have done poorly in a course have the opportunity to repeat it, following these guidelines:

- There must be space in that course.
- Courses taken at the Brown School may only be repeated at the Brown School.
- This option may only be applied a maximum of two times for the same course.
- Students must register for the same course number (instructor may be different). If a course is no longer offered, students may not substitute an alternative course.
- Tuition will be assessed.
- 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.
- A course taken for undergraduate credit may not later be changed to graduate credit (Washington University undergraduate students only).
- Courses taken for credit toward an undergraduate degree may not be taken for graduate credit (Washington University undergraduate students only).
- 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.

- Students who have been dropped from a degree program may not use the course repeat process to gain readmission to that degree program.

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 2018-2019 academic year is \$20,685 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 2018-2019 academic year is \$18,370 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 2018-2019 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 2018-2019 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:

Spencer T. and Ann W. Olin Fellowships: This is a competitive fellowship open to women who intend to commence graduate studies at Washington University the following fall. Applicants must be graduates of a baccalaureate institution in the United States. Olin Fellowships carry stipends for the first four years, full tuition, and a \$600 travel award for the first four years. Women wishing to become candidates for the Olin Fellowship competition are asked to submit an essay, their C.V., and three letters of recommendation. For more information, call 314-935-2722 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 (<http://cmhsr.wustl.edu/training/pages/pre-doctoraltraining.aspx>) for more information.

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 (<https://graduateschool.wustl.edu/stafford-unsubsidized-loan-application-0>) should be made to the Graduate School.

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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