

2024–25 Bulletin

Brown School

 Washington University in St. Louis

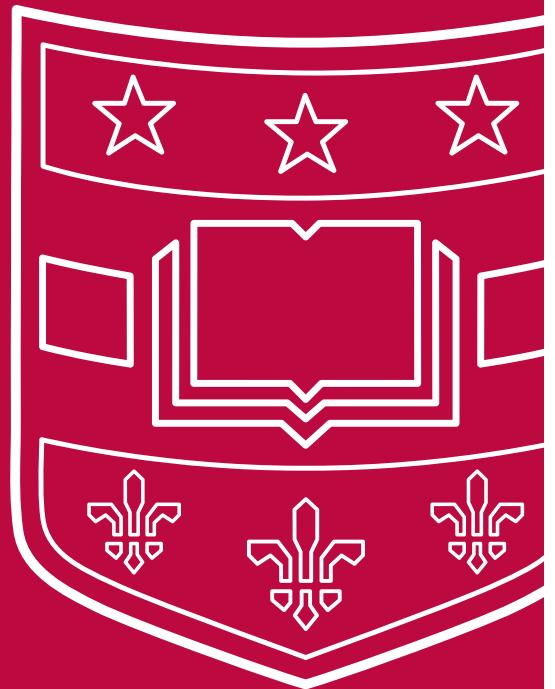


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About This Bulletin

The graduate and professional *Bulletins* are the catalogs of programs, degree requirements, courses that may be offered and course descriptions, pertinent university policies, and faculty of the following schools of Washington University in St. Louis: Architecture & Urban Design; Art; Arts & Sciences; Business; Engineering; Law; Medicine; and Social Work & Public Health.

The *School of Continuing & Professional Studies Bulletin* is the catalog of the School of Continuing & Professional Studies (CAPS), the professional and continuing education division at Washington University in St. Louis. The catalog includes programs, degree requirements, course descriptions, and pertinent university policies for students earning a degree through CAPS.

The 2024-25 *Bulletin* is entirely online but may be downloaded in PDF format for printing. Individual pages as well as information from individual tabs may be downloaded in PDF format using the PDF icon in the top right corner of each page. To download the full PDF, please choose from the following:

- Architecture & Urban Design Bulletin (PDF)
- Art Bulletin (PDF)
- Arts & Sciences Bulletin (PDF)
- Business Bulletin (PDF)
- Engineering Bulletin (PDF)
- Law Bulletin (PDF)
- Medicine Bulletin (PDF)
- Social Work & Public Health Bulletin (PDF)
- School of Continuing & Professional Studies Bulletin (undergraduate & graduate) (PDF)

The degree requirements and policies listed in the 2024-25 *Bulletin* apply to students entering Washington University during the 2024-25 academic year. For more information, please visit the Catalog Editions (p. 7) page.

Every effort is made to ensure that the information, applicable key policies and other materials presented in the *Bulletin* are accurate and correct as of the date of publication (July 1, 2024). To view a list of changes that have taken place after that date, visit the Program & Policy Updates page. Please note that the *Bulletin* highlights key university policies applicable to its students. Not all applicable university and departmental policies are included here.

Washington University reserves the right to make changes at any time without prior notice to the *Bulletin* and to university policies. Therefore, the electronic version of the *Bulletin* as published online is considered the official, governing document, and it may change from time to time without notice.

The next edition of the *Bulletin* will be published on July 1, 2025. In the interim, semester course offerings will be found in Washington University's Course Listings; these are usually available at the end of September for the upcoming spring semester, in early February for the upcoming summer semester, and in late February for the upcoming fall semester. Midyear changes to current courses (titles, descriptions,

and credit units) are not reflected in this *Bulletin* and will only appear in the Course Listings. For more information about determining the appropriate edition of the *Bulletin* to consult, please visit the Catalog Editions page (p. 7) in the About This Bulletin section.

For the most current information about registration and available courses, visit WebSTAC and Course Listings, respectively. Please email the Bulletin editor, Jennifer Gann, (jennifer.gann@wustl.edu) with any questions concerning the *Bulletin*.

Bulletin Policies

Changes to the Bulletin

Every effort is made to ensure that the information, policies and other materials presented in the *Bulletin* are accurate and correct as of the date of publication. For more information about the content review process for the *Bulletin*, please visit the Catalog Editions page (p. 7).

The *Bulletin* for the upcoming academic year is published annually on July 1, and certain post-publication changes may be made until October 1. To view a list of changes that have taken place after the July 1 publication date, please visit the Program & Policy Updates page.

Washington University reserves the right to make changes at any time without prior notice. Therefore, the electronic version of the *Bulletin* and the policies set forth therein 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*.

Discontinued Programs

Periodically, Washington University schools will change their program offerings. If a program is no longer accepting applicants, we will note this in the *Bulletin*, and soon after the program will be removed from the *Bulletin*. Students who are actively enrolled in these programs will be held to the requirements and policies published in the *Bulletin* from their year of matriculation. If a student has not been continuously enrolled in such a program and now wishes to inquire whether a discontinued program can still be completed, they should contact the relevant department or school to determine whether this opportunity is available.

Year of Matriculation

Students who attend Washington University are held to the policies in place as published in the *Bulletin* during their year of matriculation. For more information, please visit the Catalog Editions page (p. 7).

Course Numbering

Courses at Washington University are coded by department and include a three- or four-digit number that generally means the following, although students should check with the school or department offering the courses to be certain:

- 100 to 199 are primarily for first-year students;
- 200 to 299 are primarily for sophomores;
- 300 to 399 are primarily for juniors;
- 400 to 499 are primarily for juniors and seniors, although certain courses may carry graduate credit; and
- 500 and above are offered to graduate students and to juniors and seniors who have met all stated requirements. (If there are no stated requirements, juniors and seniors should obtain permission of the instructor.)

For example: Course L07 105 is an introductory course offered by the Department of Chemistry (L07).

The presence of a course in this *Bulletin* signifies that it is part of the curriculum currently offered and may be scheduled for registration. Enrollment requirements are determined by term.

Curriculum Designators

The designators shown below are used in Washington University's course descriptions and listed here alphabetically by code. The primary fields covered in each section are also listed.

A (Architecture)

Code	Name
A46 ARCH	Architecture
A48 LAND	Landscape Architecture
A49 MUD	Urban Design
AS1 MedSoc	Medicine and Society
AS2 PCS	Process Control Systems
AS3 UMSLEN	UMSL Joint Engineering Program

B (Business)

Code	Name
B50 ACCT	Accounting
B51 ADMN	Administration
B52 FIN	Finance
B53 MGT	Management
B54 MEC	Managerial Economics
B55 MKT	Marketing
B56 OB	Organizational Behavior
B57 SCOT	Supply Chain, Operations, and Technology
B59 DAT	Data Analytics
B60 ACCT	Graduate Accounting
B62 FIN	Graduate Finance
B63 MGT	Graduate Management
B64 MEC	Graduate Managerial Economics
B65 MKT	Graduate Marketing
B66 OB	Graduate Organizational Behavior

B67 SCOT	Graduate Supply Chain, Operations, and Technology
B69 DAT	Graduate Data Analytics
B90 BEE	Brookings Executive Education
B99 INTL	International Studies

E (Engineering)

Code	Name
E35 ESE	Electrical & Systems Engineering
E37 MEMS	Mechanical Engineering & Materials Science
E44 EECE	Energy, Environmental & Chemical Engineering
E60 Engr	General Engineering
E62 BME	Biomedical Engineering
E81 CSE	Computer Science & Engineering
EGS EGS	Engineering Graduate Studies

F (Art)

Code	Name
F00 Art	Art
F10 ART	Art (Core and Major Studio Courses)
F20 ART	Art (Elective Studio Courses)

I (Interdisciplinary Programs)

Code	Name
I02 MAIR	Military Aerospace Science
I25 MILS	Military Science
I50 INTER D	Interdisciplinary Studies
I52 IMSE	Institute of Materials Science & Engineering
I53 DCDS	Division of Computational and Data Sciences
I60 BEYOND	Beyond Boundaries

L (Arts & Sciences)

Code	Name
L01 Art-Arch	Art History and Archaeology
L04 Chinese	Chinese
L05 Japan	Japanese
L07 Chem	Chemistry
L08 Classics	Classics
L09 Greek	Greek
L10 Latin	Latin
L11 Econ	Economics
L12 Educ	Education
L13 Writing	Writing
L14 E Lit	English Literature
L15 Drama	Drama
L16 Comp Lit	Comparative Literature
L18 URST	Urban Studies



L19 EEPS	Earth, Environmental, and Planetary Sciences
L21 German	Germanic Languages and Literatures
L22 History	History
L23 Re St	Religious Studies
L24 Math	Mathematics and Statistics
L27 Music	Music
L28 P.E.	Physical Education
L29 Dance	Dance
L30 Phil	Philosophy
L31 Physics	Physics
L32 Pol Sci	Political Science
L33 Psych	Psychological & Brain Sciences
L34 French	French
L36 Ital	Italian
L37 Portug	Portuguese
L38 Span	Spanish
L39 Russ	Russian
L40 SOC	Sociology
L41 Biol	Biology and Biomedical Sciences
L43 GeSt	General Studies
L44 Ling	Linguistics
L45 LatAm	Latin American Studies
L46 AAS	Asian American Studies
L48 Anthro	Anthropology
L49 Arab	Arabic
L51 Korean	Korean
L52 ARC	Archaeology
L53 Film	Film and Media Studies
L56 CFH	Center for the Humanities
L57 RelPol	Center on Religion and Politics
L59 CWP	College Writing Program
L61 FYP	First-Year Programs
L62 Praxis	Praxis
L63 IPMS	Movement Science
L64 PNP	Philosophy-Neuroscience-Psychology
L66 ChSt	Children's Studies
L73 Hindi	Hindi
L74 HBRW	Hebrew
L75 JIMES	Jewish, Islamic, and Middle Eastern Studies
L77 WGSS	Women, Gender, and Sexuality Studies
L81 EALC	East Asian Languages & Cultures
L82 EnSt	Environmental Studies
L84 Lw St	Legal Studies
L85 MedH	Medical Humanities
L86 PBPM	Biological & Physical Sciences for PBPM
Study	
L87 SDS	Statistics and Data Science
L89 Sphr	Speech and Hearing

L90 AFAS	African and African-American Studies
L92 APL	Applied Linguistics
L93 IPH	Interdisciplinary Project in the Humanities
L97 GS	Global Studies
L98 AMCS	American Culture Studies
L99 OSP	Overseas Programs
LGS GSAS	The Graduate School
LPH LPHS	Public Health and Society

M (Medicine)

Code	Name
M01 OT	Occupational Therapy Program
M02	Physical Therapy Program-Grad
PhysTher	
M04 FYSelect	First-Year Selectives
M05 Neurosci	Neuroscience
M10 Anesth	Anesthesiology
M15 Biochem	Biochemistry and Molecular Biophysics
M17 CLNV	Clinical Investigation
M18 BMI	Biomedical Informatics
M19 PHS	Population Health Sciences
M20 Genetics	Genetics
M21 MSB	Biostatistics and Genetic Epidemiology
M25	Internal Medicine
Medicine	
M26 FamMed	Family Medicine
M27 EMED	Emergency Medicine
M30 MolMB	Molecular Microbiology
M35 Neurol	Neurology
M40	Neurological Surgery
NeurSurg	
M45 ObGyn	Obstetrics and Gynecology
M50 Ophth	Ophthalmology and Visual Sciences
M55 Oto	Otolaryngology
M60 Path	Pathology
M65 Peds	Pediatrics
M70 MolBio/	Molecular Biology and Pharmacology
Pha	
M75 CellBio	Cell Biology and Physiology
M80 Interdis	Interdisciplinary
M81 Gateway	Gateway Curriculum
M85 Psych	Psychiatry
M88 AHBR	Applied Health Behavior Research
M89 PACS	Audiology and Communication Sciences
M90 Radiol	Radiology
M91	Medical Physics
MedPhys	
M92 RadOnc	Radiation Oncology

M93 NrsSci	Nursing Science
M95 Surgery	Surgery
M96 Ortho	Orthopedic Surgery
M99 Ind Std	Independent Study

S (Social Work and Public Health)

Code	Name
S10 SWCR	Core
S15 SWCR	MSW Foundation
S20 SWHS	Theory, Problems & Issues
S30 SWDP	Practice Methods
S31 SWDP	Practice Methods
S40 SWSP	Social Policy
S48 SWSP	Social Policy
S50 SWSA	Practice Methods
S55 MPH	Master of Public Health (MPH)
S60 SWCD	Practice Methods
S65 SWCD	Practice Methods
S70 SWPR	MSW Practicum
S81 SKILL	Skill Labs
S90 SWDT	Brown PhD
S91 PSTM	Post-Master Certificate

T (Engineering - Joint Program & Sever Institute)

Code	Name
T11 JCS	Joint Introduction to Computing
T54 PRJM	Project Management
T55 ETEM	Engineering Management
T64 CNST	Construction Management
T71	Health Care Operations
HLTHCARE	
T81 INFO	Information Management
T83 CYBER	Cybersecurity Management
T92 HCO	Health Care Operations (Online)
T93 CSM	Cybersecurity Management (Online)
T95 EMGT	Engineering Management (Online)

U (School of Continuing & Professional Studies)

Code	Name
U02 Classics	Classics
U03 GS	General Studies
U05 Chem	Chemistry
U07 Econ	Economics

U08 Educ	Education
U09 Psych	Psychological & Brain Sciences (Psychology)
U10 ArtArch	Art History and Archaeology
U11 EComp	English Composition
U12 Fr	French
U13 EPSc	Earth and Planetary Sciences
U14 German	Germanic Languages and Literatures
U15 ELP	English Language Programs
U16 Hist	History
U18 Film	Film and Media Studies
U19 SUST	Sustainability
U20 Math	Mathematics and Statistics
U21 Drama	Drama
U22 Phil	Philosophy
U23 Phys	Physics
U24 Mus	Music
U25 PolSci	Political Science
U26 Port	Portuguese
U27 Span	Spanish
U29 Bio	Biology
U30 Spch	Speech
U31 Dance	Dance and Somatic Movement Studies
U32 CompLit	Comparative Literature
U35 Arab	Arabic
U36 Japan	Japanese
U37 Hebr	Hebrew
U38 Chinese	Chinese
U39 Russ	Russian
U40 Ital	Italian
U43 IS	International Studies
U44 Bus	Business
U47 IRISH	Irish Studies
U48 Comm	Communications
U49 JRN	Journalism
U51 KOREAN	Korean
U56 ISLA	Integrated Studies in Liberal Arts
U65 ELit	English and American Literature
U66 RelSt	Religious Studies
U67 LAS	Latin American Studies
U68 SOC	Sociology
U69 Anthro	Anthropology
U71 DATA	Data Studies
U73 Hindi	Hindi
U74 Sci	Science
U76 NPM	Nonprofit Management
U78 EAsia	East Asian Studies
U79 Art	Art
U80 CRM	Clinical Research Management



U82 CIM	Computers and Information Management
U84 AFAS	African and African-American Studies
U85 IA	International Affairs
U86 HCARE	Health Care
U87 HRM	Human Resources Management
U89 AMCS	American Culture Studies
U90 GIS	Geographic Information Systems
U91 Ling	Linguistics
U92 WGSS	Women, Gender, and Sexuality Studies
U93 Scan	Scandinavian
U94 JME	Jewish, Islamic, and Middle Eastern Studies
U96 DLA	DLA Seminars
U98 MLA	MLA Seminars

W (Law)

Code	Name
W74 LAW	Law
W75 LAW	Law
W76 LAW	Law
W77 LAW	Law
W78 LAW	Law
W79 LAW	Law
W80 OLAW	Law Onlin

X (Design & Visual Arts)

Code	Name
X10 XCORE	Design & Visual Arts - Core
X20 XELEC	Design & Visual Arts - Elective

Catalog Editions

The courses and policies listed in this *Bulletin* are subject to change at any time through normal approval channels within Washington University. New courses, changes to existing course work and new policies are initiated by the appropriate institutional departments, committees or administrators. Academic policy revisions are generally implemented in the next academic year following notification thereof. Washington University publishes a new edition of the *Bulletin* each July, and its contents apply to the subsequent fall, spring, and summer terms. Occasionally a policy or requirement must be changed and implemented during the same academic year (e.g., in the case of relevant external requirements such as state regulations). All changes must be approved by college or school personnel who oversee academic curriculum and policies.

Washington University students must complete the graduation requirements in effect during the term that they matriculated into their program of study as published in the edition of the *Bulletin* from that academic year. Undergraduates who initially enroll in a summer term to pursue a special program follow requirements for the subsequent fall term. Students will need to check their school's processes to potentially change applicable catalog years or alter their degree requirements.

Students should review specific Washington University and individual school policies related to transfer credit, changing programs, leaves of absence, and military service.

Prior Bulletins

To find program details, course descriptions, and relevant policies, choose the year of enrollment below to find the available *Bulletins*. If the required year is not shown or the school's *Bulletin* is not available, please email the Office of the University Registrar (registrar@wustl.edu) with specifics of the needed information.

2023-2024

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- School of Continuing & Professional Studies Bulletin (HTML: Undergraduate, Graduate) (PDF)

2022-2023

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2021-2022

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)

- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2020-2021

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2019-2020

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2018-2019

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2017-2018

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)

- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2016-2017

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2015-2016

- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2014-2016

- University College Bulletin (undergraduate & graduate) (PDF)

2014-2015

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2013-2014

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2012-2015

- Graduate Arts & Sciences Bulletin (PDF)

2012-2014

- University College Bulletin (undergraduate & graduate) (PDF)

2012-2013

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2011-2012

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2010-2011

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (PDF)

2009-2012

- Graduate Arts & Sciences Bulletin (PDF)

2009-2010

- Medicine Bulletin (PDF)

2008-2010

- Undergraduate Bulletin (PDF)

2008-2009

- Medicine Bulletin (PDF)

2006-2009

- Graduate Arts & Sciences Bulletin (PDF)
and accompanying 2008 Update (PDF)

2006-2008

- Undergraduate Bulletin (PDF)

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 it 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 250 programs and 5,500 courses leading to associate, bachelor's, master's, and doctoral degrees in a broad spectrum of traditional and interdisciplinary fields, with additional opportunities for minor concentrations and individualized programs. For more information about the university, please visit the University Facts page of our website.

Enrollment by School

For enrollment information, please visit the University Facts page of our website.

Our Mission Statement

The mission of Washington University in St. Louis is to act in service of truth through the formation of leaders, the discovery of knowledge and the treatment of patients for the betterment of our region, our nation and our world.

At WashU, we generate, disseminate, and apply knowledge. We foster freedom of inquiry and expression of ideas in our research, teaching and learning.

We aim to create an environment that encourages and supports wide-ranging exploration at the frontier of discovery by embracing diverse perspectives from individuals of all identities and backgrounds. We promote higher education and rigorous research as a fundamental component of an open, vibrant society. We strive to enhance the lives and livelihoods not only of our students, patients, and employees but also of the people of the greater St. Louis community and beyond. We do so by addressing scientific, social, economic, medical, and other challenges in the local, national, and international realms.

Our goals are:

- to foster excellence and creativity in our teaching, research, scholarship, patient care and service
- to welcome students, faculty and staff from all backgrounds to create an inclusive, equitable community that is nurturing and intellectually rigorous

- to cultivate in students habits of lifelong learning and critical and ethical thinking, thereby enabling them to be productive members and leaders of a global society
- to contribute positively to our home community of St. Louis, and to effect meaningful, constructive change in our world

To this end we intend:

- to hold ourselves to the highest standards of excellence
- to educate aspiring leaders of great ability from diverse backgrounds
- to encourage faculty and students to be innovative, bold, independent, critical thinkers
- to build an inclusive, equitable, respectful, ethically-principled environment for living, teaching, learning and working for the present and future generations
- to focus on meaningful and measurable outcomes for all of our endeavors

Mission statement endorsed by the Faculty Senate Council in April 2021 and approved by the Board of Trustees on October 1, 2021.

Trustees & Administration

Board of Trustees

Washington University's Board of Trustees is the chief governing body of Washington University in St. Louis. Please visit the Board of Trustees website for more information.

University Administration

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

The officers of the university administration are currently led by Chancellor Andrew D. Martin. University leadership is detailed on the Washington 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 2024

College of Arts & Sciences, McKelvey School of Engineering, Olin Business School, Sam Fox School of Design & Visual Arts, and the School of Continuing & Professional Studies

Date	Day	Description
August 26	Monday	First day of classes
September 2	Monday	Labor Day (no classes)
October 5-8	Saturday-Tuesday	Fall Break (no classes)
November 27-December 1	Wednesday-Sunday	Thanksgiving Break (no classes)
December 6	Friday	Last day of classes
December 9-11	Monday-Wednesday	Reading days
December 12-18	Thursday-Wednesday	Final exams

Spring Semester 2025

College of Arts & Sciences, McKelvey School of Engineering, Olin Business School, Sam Fox School of Design & Visual Arts, and the School of Continuing & Professional Studies

Date	Day	Description
January 13	Monday	First day of classes
January 20	Monday	Martin Luther King, Jr. holiday (no classes)
March 9-16	Sunday-Sunday	Spring Break (no classes)
April 25	Friday	Last day of classes
April 28-30	Monday-Wednesday	Reading days
May 1-7	Thursday-Wednesday	Final exams

Commencement

Date	Day	Description
May 12	Monday	Class of 2025 Commencement

Summer Semester 2025

Date	Day	Description
May 19	Monday	First Summer Session begins
May 26	Monday	Memorial Day (no classes)
July 4	Friday	Independence Day (no classes)
August 14	Thursday	Last Summer Session ends

Washington University recognizes the individual student's choice in observing religious holidays (PDF). Students are encouraged to make arrangements with instructors to complete work missed due to religious observance. Instructors are asked to make every reasonable effort to accommodate such requests.

Campus Resources

Student Support Services

The Learning Center

The Learning Center, located on the lower level of the Mallinckrodt Center and housed within the Center for Teaching and Learning, is the hub of academic support at Washington University in St. Louis. The Learning Center's 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. All services are free (with the exception of MCAT prep), and each year more than 1,800 students participate in one or more of our programs.

The Learning Center offers support for foundational courses through Peer-Led Team Learning and our drop-in mentoring programs (Residential Peer Mentoring and Drop-In Academic Mentoring). Individual peer-led coaching is available for academic skills such as time management, study strategies, note-taking, accessing resources, and managing test anxiety. Other services offered include small group mentoring for eligible students and an MCAT preparation program.

For more information, visit the Learning Center website or call 314-935-2066.

Disability Resources

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 or call 314-935-5970 for more information.

TRIO: Student Support Services

TRIO is a federally funded program that provides customized services for undergraduate students who are low income, who are the first in their family to go to college, and/or who 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 they enter their first semester. Eligible students are encouraged to apply when they are notified, because space in this program is limited. For more information, visit the TRIO Program website.

Medical Student Support Services

For information about Medical Student Support Services, please visit the School of Medicine website.

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 their orientation programs, issue certificates of eligibility (visa documents), and provide visa and immigration information. 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 on the Danforth Campus in the Danforth University Center at 6475 Forsyth Boulevard, Room 330. The office can be found on the Medical Campus in the Mid Campus Center (MCC Building) at 4590 Children's Place, Room 2043. For more information, visit the Office for International Students and Scholars website or call 314-935-5910.

Office of Military and Veteran Services

This office serves as the university's focal point for military and veteran matters, including transitioning military-connected students into higher education, providing and connecting students with programs and services, and partnering across campus and in the community. Services include advising current and prospective students on how to navigate the university and maximize Department of Defense and Veterans Affairs (VA) educational benefits, transition support, Veteran Ally training for faculty and staff, veteran-unique programming, and connecting students to campus and community resources. Military-connected students include veterans, military service members, spouses, dependent children, caregivers, survivors and Reserve Officer Training Corp cadets. There are two university policies that apply to students who still serve in the Armed Forces and students who use VA educational benefits:

- The Policy on Military Absences, Refunds and Readmissions applies to students serving in the U.S. Armed Forces and their family members when military service forces them to be absent or withdraw from a course of study.
- The Policy on Protections for VA Educational Benefit Users applies to students using VA education benefits when payments to the institution and the individual are delayed through no fault of the student.

The Office of Military and Veteran Services is located in Umrath Hall on the Danforth Campus. Please visit the Military and Veteran Services website or send an email to veterans@wustl.edu for more information.

Relationship and Sexual Violence Prevention (RSVP) Center

The RSVP Center offers free and confidential services including 24/7 crisis intervention, counseling services, resources, support and prevention education for all students on the Danforth Campus. The RSVP Center operates from a public health model and uses trauma-informed practices to address the prevalent issues of relationship and sexual violence. By providing support for affected students, it is our goal to foster post-traumatic growth and resilience and to help ensure academic retention and success. Our prevention efforts call for community engagement to engender an intolerance of violence and an active stance toward challenging cultural injustices that perpetuate such issues. Learn more at the RSVP Center website.

WashU Cares

WashU Cares assists the university with handling situations involving the safety and well-being of Danforth Campus students. WashU Cares is committed to fostering student success and campus safety through a proactive, collaborative and systematic approach to the identification of, intervention with and support of students of concern while empowering all university community members to create a culture of caring. If there is a concern about the physical or mental well-being of a student, please visit the WashU Cares website to file a report.

The Writing Center

The Writing Center — a free service — offers writing support 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.

The Writing Center is located in Mallinckrodt Center on the lower level. Appointments are preferred and can be made online, but walk-ins will be accepted if tutors are available.

Student Health and Well-Being Services, Danforth Campus

The Habif Health and Wellness Center provides medical, psychiatric, and health promotion services for undergraduate and graduate students on the Danforth Campus. Please visit the Habif Health and Wellness Center website for more information about Habif's services and staff members.

Hours:

Monday, Tuesday, Thursday, and Friday: 8 a.m. - 5 p.m.

Wednesday: 10 a.m. - 5 p.m.

Saturday, Sunday, and university holidays: Closed

For after-hours care, students should access TimelyCare.



Medical Services

Medical Services staff members provide care for the evaluation and treatment of an illness or injury, preventive health care and health education, immunizations, nutrition counseling, sports medicine, travel medicine, and sexual health services. Psychiatry Services staff provide ongoing medication management for students to address their mental health concerns. Habif Health and Wellness Center providers 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 specialist. Habif accepts health insurance plans that have met waiver criteria for the Student Health Insurance Plan and will be able to bill the plan according to plan benefits. The Student Health Insurance Plan requires a referral for medical care any time care is not provided at Habif (except in an emergency). Call 314-935-6666 or visit the Habif website to schedule an appointment.

Appointments are also available for the assessment and referral of students struggling with substance use.

Quadrangle Pharmacy, located in the Habif Health and Wellness Center, is available to all Washington University students and their dependents. The pharmacy accepts most prescription insurance plans; students should check with the pharmacist to see if their prescription plan is accepted at the pharmacy.

The Habif Health and Wellness Center lab provides full laboratory services. Some tests can be performed in house. The remainder of all testing that is ordered by Habif is completed by LabCorp. LabCorp serves as Habif's reference lab, and it is a preferred provider on the student health insurance plan. This lab can perform any test ordered by Habif providers or outside providers.

All incoming students must provide proof of immunization for measles, mumps, and rubella (i.e., two vaccinations after the age of one year old; a titer may be provided in lieu of the immunizations). Proof of receiving a meningococcal vaccine is required for all incoming undergraduate students. A TB test in the past six months is required for students entering the university who screen positive on the TB questionnaire found on the student portal. It is also recommended that, during the five years before beginning their studies at Washington University, all students will have received the tetanus diphtheria immunization, the hepatitis A vaccine series, the hepatitis B vaccine series, the HPV vaccine series, the meningitis B vaccine, and the varicella vaccine. Medical history forms are available online. Failure to complete the required forms will delay a student's registration and prevent their entrance into housing assignments. Please visit the Habif website for complete information about immunization requirements and deadlines.

Health Promotion Services

Health Promotion Services staff and Peer Health Educators provide free programs and risk reduction information related to mental health, sexual health, alcohol/other drugs, and community care. For more information, visit the Zenger Wellness Suite in Sumers Recreation Center, consult the Health and Wellness Digital Library, follow Habif

on Instagram (@washu_habif), and/or email wellness@wustl.edu. In 2018, this department launched the WashU Recovery Group to provide an opportunity for students in recovery from substance use to connect with other students with similar experiences.

Center for Counseling and Psychological Services (CCPS)

Hours:

Monday, Tuesday, Thursday, and Friday: 8 a.m. - 5 p.m.

Wednesday: 10 a.m. - 5 p.m.

Saturday, Sunday, and university holidays: Closed

For after-hours mental health support, students should access TimelyCare.

Located in the Habif Health and Wellness Center, CCPS is staffed by licensed professional staff members who work with students to resolve personal and interpersonal difficulties. These may include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. Services include individual, group, and couples counseling; crisis counseling; and referral for off-campus counseling when students' needs can be better met outside of CCPS. Providers also offer self-help programs, including Therapy Assistance Online (TAO). All full-time students who pay the university health and wellness fee as part of their tuition are eligible for services. Visit the CCPS website or call 314-935-6695 to schedule an appointment during business hours. For additional information, visit the CCPS website or send an email to ccpscoordinator@wustl.edu.

Important Information About Health Insurance and Fees for Danforth Campus Students

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 and receive a refund of the health insurance fee if they provide proof of existing comprehensive insurance coverage that meets all university requirements. Information concerning opting out of the student health insurance plan can be found online after June 1 of each year. All students must request to opt out by September 5 of every year in which they wish to be removed from the Student Health Insurance Plan. Habif provides billing services to many of the major insurance companies in the United States. Specific fees and copays apply to students using Medical Services and Mental Health Services; these fees may be billable to the students' insurance plans. More information is available on the Habif Health and Wellness Center website. In addition, WashU has a health and wellness fee designed to improve the health and well-being of the campus community. It is assessed by the university, and it is entirely separate from health insurance. It covers a membership to the Sumers Recreation Center, health education, prevention efforts, and other benefits, including no-cost counseling visits.

Student Health Services, Medical Campus

For information about student health services on the Medical Campus, please visit the Student & Occupational Health Services page of the School of Medicine website.

Campus Security

The Washington University campus is among the most attractive in the nation, and it enjoys a safe and relaxed atmosphere. Personal safety and the security of personal 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, the use of closed-circuit television, card access, extensive lighting initiatives based on Crime Prevention Through Environmental Design (CPTED) practices, 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 and alert campus community. Washington University has developed several programs to help make everyone's experiences here safe and secure. 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 a person's exact location. In addition to the regular shuttle service, an evening student walking/mobile escort service known as "Bear Patrol" and a mobile Campus Circulator shuttle are available on the Danforth Campus.

The Campus2Home shuttle will provide a safe ride home for those living in four designated areas off campus — Skinker-DeBaliviere, Loop South, north of the Loop, and just south of the campus — from 7:00 p.m. to 4:00 a.m. seven days a week. The shuttle leaves from the Mallinckrodt Bus Plaza and Forsyth/Goldfarb Hall Center every 15 minutes from 7:00 p.m. to 1:00 a.m. and at the top (:00) and bottom (:30) of the hour from 1:00 a.m. to 4:00 a.m. The shuttle takes passengers directly to the front doors of their buildings. Shuttle drivers will then wait and watch to make sure passengers get into their buildings safely. Community members can track the shuttle in real time using the WUSTL Mobile App. The app can be downloaded free of charge from the Apple iTunes 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 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, and security surveys. Community members are encouraged to download and install the WashU Safe personal safety app on their phones; this app allows users to call for help during emergencies, to use Friend Walk to track their walks on and off campus, and to access many additional safety features. For more information about these programs, visit the Washington University Police Department website.

In compliance with the Campus Crime Awareness and Security Act of 1990, Washington University publishes an annual report entitled *Safety & Security: Guide for Students, Faculty, and Staff — Annual Campus Security and Fire Safety Reports and Drug & Alcohol Abuse Prevention Program*. This report is available to all current and prospective students on the Danforth Campus and to 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 Campus Safety page of the Washington University Operations & Facilities Management Department.

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 and on the university's Compliance and Policies page. 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.

Compliance with Section 103 of the Veterans Benefits and Transition Act of 2018

It is WashU's policy to not impose penalties on individuals using Veteran Education Benefits, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement to borrow additional funds to cover the student's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the VA. This applies to individuals who submit their Certificate of Eligibility for entitlement to educational assistance to their VA School Certifying Official (SCO).

1. Students should submit a Certificate of Eligibility not later than the first day of a course for which the student wishes to use the entitlement for educational assistance. The SCO will advise the student to provide additional Documentation and information necessary for the proper certification of enrollment.
2. If a student does not receive their Certificate of Eligibility from the VA by the start of the academic term, the student should notify their SCO of their intent to use Veteran Education Benefits and should submit additional Documentation and forms as requested.
3. In cases where a student is unable to meet a financial obligation to the university because the amount of a disbursement from the VA is less than anticipated, the university will require additional payment from the student and will provide the student with a timeline for payment before assessing late fees. Students should contact their SCO for assistance.



4. Students may request certification for previous academic terms if they were eligible for benefits at the time for which they want to be certified. In cases where Veteran Education Benefits are used to certify previous academic terms, students are responsible for any late fees incurred prior to the date of the certification request. This excludes Yellow Ribbon benefits, which are not retroactive for previous fiscal years.

Courses and Credit

Academic Calendar

Washington University in St. Louis primarily follows a standard semester-based academic calendar: a fall and spring semester of approximately 16 weeks, including sessions of half-semester lengths and intersessions beginning before the term start date, and a summer term of 13 weeks, including sessions of half-term length, an intersession beginning before the term start date, and 3-, 5- and 8-week lengths. The Doctor of Medicine program follows a yearlong calendar supporting modular curriculum delivery.

Credit Measure

Credit hours for undergraduate and graduate programs are awarded as "units." A semester-long 3-unit undergraduate lecture class may meet three times per week for 50 minutes per session or twice per week for 80 minutes per session. Teaching and learning take many forms; online and hybrid classes require considerable time in the form of digital engagements such as discussion board activities, asynchronous webinar-type instruction or other online interactions. For all modalities of learning, the University assigns 3 units of credit when at least 9 full hours of standard academic work per week are expected of students.

Washington University credit for School of Law programs on the semester calendar is awarded in credit hours as outlined by the "American Bar Association (ABA) Standards and Rules of Procedure for Approval of Law Schools" document, further noted on the School of Law website.

Courses in the Washington University School of Medicine MD program are scheduled in weeks, and credit is awarded as credit hours such that each week of instruction is valued at 1 unit of credit. A week of instruction represents at least 45 hours of direct instruction and out-of-class related academic work.

For the full policy, visit the Office of the Provost website.

Email Communication

Email is the mechanism for official communication with students at Washington University. Students are expected to read email communications from the university in a timely fashion.

All students will be individually assigned a University email address, which will be maintained in the University email directory. Official University communications will be sent to the student's University email address in order to ensure such communications reach the intended recipient.

With the exception of School of Medicine students, a student may have email forwarded from their assigned University email address to another email address of the student's choice. School of Medicine students are prohibited from forwarding their University-assigned email address to an email address external to the University other than @bjc.org and @va.gov email domains. Students who choose to have email forwarded to another email address do so at their own risk. The University is not responsible for email forwarded to any other email address. A student's failure to read official University communications sent to the student's University email address does not absolve the student of responsibility for awareness of and compliance with the content of the official communication. Faculty and administrators should use a student's University email address when communicating via email with the student. This policy will ensure that all students will be able to comply with course and other requirements communicated to them by email from course instructors and administrators.

Graduate Student Academic Integrity Policies

Authority of Schools Over Graduate and Graduate Professional Students

1. Each school at the university may establish an academic integrity officer and/or a panel to hear and decide cases of alleged academic or professional misconduct by its graduate or graduate professional students. Schools that so choose are required to create procedures to govern the process of investigating and adjudicating the complaints filed.
 - a. The school dean, or a designee, determines the composition of such a panel and the scope of the panel's authority, which will not exceed the parameters set out immediately below.
 - b. The panel has authority to impose or recommend appropriate sanctions to the school dean, including suspension or expulsion, if academic or professional misconduct is determined.
 - c. Appeals of decisions made by an academic and professional integrity panel of a school may be made to the school dean, whose decision is final. This includes decisions of a school's academic and professional integrity panel, where the panel is vested with such authority, and the panel's decision is to impose the sanctions of suspension or expulsion. Schools are permitted, but not required, to establish an intermediate level of appeal that must be completed before a final appeal to the dean.
 - d. Except for cases falling within the immediately preceding sub-bullet, any appeal from a decision of a dean of a school to suspend or expel a student will be made in accordance with the provisions of Section VI of the Code.

2. If a school does not establish an academic integrity officer or panel or if an established officer or panel fails to function, complaints of academic or professional misconduct against graduate or graduate professional students may be heard by Academic Integrity in the Office of the Provost, the Academic Integrity Board, or the Student Conduct Board.

Source: Washington University Student Conduct Code IV.A.6

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, treatment during, 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; it 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 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 the following individuals:

Discrimination and Harassment Response Coordinators

Chalana Ferguson, Associate Vice Chancellor, Office of Institutional Equity
Phone: 314-935-2846
chalana.ferguson@wustl.edu

Gillian Boscan, Director, Investigations and Conflict Resolution, Office of Institutional Equity
Phone: 314-935-1139
oie-investigations@wustl.edu; gillian.boscan@wustl.edu
Office: The Link in the Loop
Address: 621 N. Skinker Blvd., Suite 300, St. Louis, MO 63130
WashU Confidential Concern Reporting Portal

Title IX Coordinator

Jessica Kennedy, Director & Title IX Coordinator, Office of the Provost
Phone: 314-935-3118
jwkennedy@wustl.edu
Office: Umrath Hall, Room 001
Address: One Brookings Drive, MSC 1175-0153-0B, St. Louis, MO 63130

Inquiries or complaints regarding civil rights may also be submitted to the United States Department of Education's Office of Civil Rights at 400 Maryland Avenue, SW, Washington, DC 20202-1100; by visiting the U.S. Department of Education website; or by calling 800-421-3481.

Statement of Intent to Graduate

Students are required to file an Intent to Graduate via WebSTAC prior to the semester in which they intend to graduate. Additional information is available from school dean's offices and the Office of the University Registrar.

Student Academic Records and Transcripts

Under the Family Educational Rights and Privacy Act of 1974 (FERPA) — Title 20 of the United States Code, Section 1232g, as amended — current and former students of the university have certain rights with regard to their educational records. Washington University's FERPA policy is available via the Office of the University Registrar's website.

All current and former students may request official Washington University transcripts from the Office of the University Registrar via either WebSTAC (if they remember their WUSTL Key) or Parchment (if they do not have or cannot remember their WUSTL Key). Students may print unofficial transcripts for their personal use from WebSTAC. Instructions and additional information are available on the Office of the University Registrar's website.

Washington University does not release nor certify copies of transcripts or other academic documents received from other schools or institutions. This includes test score reports and transcripts submitted to Washington University for purposes of admission or evaluation of transfer credit.



Student Conduct

The Washington University in St. Louis Student Conduct Code ("the Code") sets forth community standards and expectations for university students. These community standards and expectations are intended to foster an environment conducive to working, learning, and inquiry. Each student is held to the expectations outlined in the Code.

Freedom of thought and expression as well as respect for different points of view are essential to the university's academic mission. Nothing in the Code should be construed to limit the lawful, free, and open exchange of ideas and viewpoints, even if that exchange proves to be offensive, distasteful, or disturbing to some. However, such speech must conform to university policies.

The Code also describes general procedures that may be used to ensure that these standards and expectations are upheld by all students. The university is committed to ensuring that students adhere to university policies, take responsibility for their actions, and recognize how their choices may affect others.

Complaints against students that include allegations of sex-based discrimination — including sexual harassment, sexual assault, dating violence, domestic violence and stalking — in violation of the Student Conduct Code are governed by the procedures found on the Gender Equity and Title IX Compliance Office website. These procedures are also available in hard copy from the Title IX Coordinator or the director of the Office 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, visit the Student Affairs website.

For more information, visit the Student Conduct and Community Standards website.

Student Financial Responsibility

Communication

Washington University in St. Louis uses University-assigned email accounts and University-supported systems for communication with students and authorized users. Washington University will also contact students via personal email addresses, cellular phone numbers, or wireless devices from time to time regarding the Student Account or other general information. Students are responsible for reading University communications in a timely manner.

Promise to Pay

When students register for any course at or receive any service from Washington University in St. Louis, they accept full responsibility to pay all tuition, fees, and other associated charges assessed as a result of registration and/or receipt of services such as housing, dining, and other University-provided items that exceed financial support provided

by the University, the University payment plan, and/or third parties by the scheduled due dates shown on the WebSTAC student account. Failure to attend class or receive a bill does not absolve students of financial responsibility as described above.

Failure to Pay

University policies regarding Student Accounts (including payment options, late fees, holds, and refunds) are published on the University's Financial Services website. If a student fails to pay the Student Account balance by the scheduled due dates, the University will place a financial hold preventing the student from registering for future courses and could assess a late fee on the past due portion until the past due amount is paid in full. Failure to pay will result in a Delinquent Student Receivable Account. Delinquent Student Accounts will be referred to University's Collection Services department. Collection Services may report the Delinquent Student Account to one or more national credit bureaus, refer the Delinquent Student Account to a third-party collection agency, and pursue all legal and equitable remedies to collect the monies owed to the University.

Student Health

Drug and Alcohol Policy

Washington University is committed to maintaining a safe and healthy 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 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 is available on the Human Resources website.

Medical Information

Entering students in Danforth Campus programs must provide medical information to the Habif Health and Wellness Center. This will include the completion of a health history and a record of all current immunizations.

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. In addition, undergraduate students will be required to obtain meningitis vaccinations. Students will be assessed the cost of the vaccinations. Students will be unable to complete registration for classes until all health requirements have been satisfied.

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

Medical and immunization information is to be given via the student portal on the Habif Health and Wellness Center website. All students who have completed the registration process should access the student portal on the website. Students should 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.

Entering students in Medical Campus programs must follow the requirements as outlined on the Washington University School of Medicine Student Health Services website.

Time Away and Reinstatement

Degree-seeking students may be eligible to request a leave of absence for health or other personal reasons (e.g., family, military service, professional obligations, religious mission). The mechanism and process are described on the Office of the University Registrar's website. Such leaves may exceed no more than two years from the effective date of the leave; individual programs' policies may limit students to shorter leaves. Students must verify their school and program policies and any other relevant requirements related to immigration or financial aid/support policies. Students who have not requested and received approval for reinstatement after two years will have their records withdrawn.

Required enrollment reporting to the federal government will reflect a leave of absence for 180 days after it is enacted; any longer duration of institutional leave is recorded in their systems as a withdrawal.

Students on approved leave of absence will have their Washington University email addresses remain active, and they will retain access to WebSTAC to review their records. Access to other University privileges such as recreation facilities and libraries as well as participation in activities are paused during a leave of absence.

Students are expected to request reinstatement to in-progress status to resume studies via the process outlined on the Office of the University Registrar's website. Depending on the nature of their leave, additional steps or documentation may be required and must be provided to appropriately consider the request. Students whose records have been withdrawn as a result of two years of inactivity may be allowed, depending on program-specific policies regarding the maximum time allowed to complete the program of study, to re-enter their programs.

In these cases, additional requirements or steps may be required of the student depending on the circumstances, the length of time away, and whether their program of study has undergone curricular revisions since their enrollment.

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 the work of a student 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 in St. Louis.

Scope and Purpose

This statement on academic integrity applies to all undergraduate students at Washington University. Graduate students may be governed by policies in each graduate school or division. To the extent a graduate school or program has not adopted its own academic integrity policy, the provisions of this policy will apply. All students are expected to adhere to the highest standards of behavior.

The purpose of the statement is twofold:

1. To clarify the university's expectations with regard to undergraduate students' academic behavior; and
2. To provide specific examples of academic misconduct (the examples are only illustrative, *not* exhaustive).

This policy and statement were endorsed by the Faculty Senate Council. Any changes to the policy are to be reviewed by the Faculty Senate Council, as described in the Faculty Senate Council bylaws.

Violations of This Policy Include but Are Not Limited to the Following:

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 acknowledgement. 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 or material generated by an artificial intelligence 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 or artificial intelligences 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 or material generated by an artificial intelligence and represent that work as their 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 to permit another student to copy their 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, 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 their 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 their own. This includes but is not limited to sitting for another person's exam; both parties will be held responsible.
- Violate any rules or conditions of test-taking or other course assessment (e.g., bringing materials or devices into an exam room when disallowed).
- 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 teaching assistant for guidance.

Reporting Misconduct Faculty Responsibility

If a student observes others violating this policy, they are strongly encouraged to report the misconduct to the instructor, to seek advice from the academic integrity coordinator in the Office of the Provost, or to address the student(s) directly.

Student Responsibility

If a student observes others violating this policy, they are strongly encouraged to report the misconduct to the instructor, to seek advice from the academic integrity coordinator in the Office of the Provost, 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 Resources, if applicable.

Procedure Jurisdiction

This policy covers all undergraduate students, regardless of their college of enrollment, as well as graduate and professional students whose schools and programs do not have a separate policy and procedure. Cases will be heard by a panel drawn from an Integrity Council made up of faculty, staff, and students representing the undergraduate schools and participating graduate programs.

Student Rights and Responsibilities in a Hearing

A student accused of an academic integrity violation, whether by a professor, teaching/graduate assistant, academic integrity coordinator or student is entitled to:

- A presumption of non-responsibility unless and until a panel determines that, based upon the evidence, it is more likely than not that the student engaged in a violation of academic integrity under this policy.
- Request a mediation/facilitation session prior to a hearing.
- Review the written evidence in support of the charge.
- Ask relevant questions.
- Offer an explanation as to what occurred.
- Present relevant material that would cast doubt on the correctness of the charge.
- Determination of the validity of the charge by an unbiased and objective panel and generally without reference to any past record of misconduct.

When responding to a charge of an academic integrity violation, a student may:

- Deny the charges and request a hearing in front of an Integrity Council panel.
- Admit the charges and request a hearing to determine recommended sanction(s).
- Admit the charges and accept the imposition of sanctions by the academic integrity coordinator without a committee hearing.
- Request a leave of absence from the university. The academic integrity matter must be resolved prior to re-enrollment. A notation will be placed on the student's transcript indicating there is an unresolved academic integrity matter pending.
- 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 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 student's transcript.

If Found in Violation of the Academic Integrity Policy

If, after a hearing, a student is found responsible for violation of the academic integrity policy or if a student has admitted to the charges prior to a hearing, the academic integrity coordinator 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.
- Impose suspension or expulsion.

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



A hearing panel may also elect to refer their recommended sanctions to the SCB Chairperson for determination if, for example, the recommendation departs from their standard recommendations.

Withdrawing from the course will not prevent the academic integrity coordinator 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 and may be reported in accordance with the Policy on Reporting of Student Conduct Violations.

Appeals

If a student believes the panel did not conduct a fair hearing, or if a student believes the sanction imposed is excessive (i.e., suspension or expulsion), they may seek an appeal within 14 days of the original decision. For cases in which the decision was made by the panel and Academic Integrity Coordinator, the appellate officer will be the Chair of the Student Conduct Board. For cases in which the decision was made by the Panel and the Student Conduct Board Chairperson, the Vice Provost of Educational Initiatives or the Vice Provost for Graduate Education will serve as the appellate officer. Appeals are governed by Section VII of the university Student Conduct Code.

Administrative Record-Keeping Responsibilities

It is the responsibility of the academic integrity coordinators to keep accurate, confidential records concerning academic integrity violations. When a student has been found responsible for an academic integrity violation, a letter summarizing the allegation, the outcome, and the sanction will be placed in the student's official conduct file and may be reported out in accordance with the Policy on Reporting of Student Conduct Violations.

In addition, a report of the outcome of every formal accusation of student academic misconduct will be shared with the director of university student conduct programs, 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, the academic integrity coordinator shall query the Office of Student Conduct and Community Standards (OSCCS) about the student(s) accused of misconduct. OSCCS shall provide any information in the OSCCS records concerning prior code violations of that student to the integrity coordinator. Such information will be used in determining sanctions if the student is found responsible for an academic integrity violation in the present case. Evidence of past misconduct generally may not be used to resolve the issue of whether a student has committed a violation in a subsequent case unless the hearing chair deems it relevant.

Reports to Faculty and Student Body

Periodic (at least annual) reports will be made 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.

Endorsed by the Faculty Senate Council on March 16, 2010

Effective July 1, 2010

Updated December 4, 2014

Endorsed by the Faculty Senate Council on October 18, 2023

Updated April 18, 2024

University Affiliations

The accrediting organizations and memberships of the different areas of Washington University are listed below.

Additional information about professional and specialized accreditation can be found on the Office of the Provost website.

Washington University in St. Louis

Accreditation

- Higher Learning Commission

Memberships

- American Academy of Arts & Sciences
- American Association of Colleges & Universities
- American Council of Learned Societies
- American Council on Education
- Association of American Universities
- Hispanic Association of Colleges and Universities
- Independent Colleges and Universities of Missouri
- National Association of Independent Colleges and Universities
- National Council for State Authorization Reciprocity Agreements
- Universities Research Association

College of Arts & Sciences

Memberships

- American Academy of Physician Associates
- American Camp Association
- Association for Pre-College Program Directors
- Association of University Summer Sessions
- Diversity Abroad
- Forum on Education Abroad
- Higher Education Protection Network
- International Center for Academic Integrity

- International Educational Exchange
- Midwest Association of Pre-Law Advisors
- National Academic Advising Association
- National Association of Advisors for the Health Professions
- National Association of Fellowships Advisors
- North American Association of Summer Sessions
- Professional and Organizational Development Network

Office of Graduate Studies, Arts & Sciences

Memberships

- American Academy of Physician Associates
- Association of Graduate Schools
(Founding member)
- Council of Graduate Schools
(Founding member)
- Midwest Association of Pre-Law Advisors
- Pod Network
- Student Affairs Administrators in Higher Education
- The Council of Independent Colleges

Sam Fox School of Design & Visual Arts

Accreditation — College of Art

- National Association of Schools of Art & Design
(Founding member)

Accreditation — College of Architecture

- Master of Architecture: National Architectural Accrediting Board
- Master of Landscape Architecture: Landscape Architectural Accreditation Board

Membership — College of Architecture

- Association of Collegiate Schools of Architecture

Accreditation — Mildred Lane Kemper Art Museum

- American Alliance of Museums

Membership — Mildred Lane Kemper Art Museum

- Association of Academic Museums and Galleries
- Association of Art Museum Directors
- College Art Association

Olin Business School

Accreditation

- Association of MBAs
- Association to Advance Collegiate Schools of Business International
(Charter member since 1921)
- EQUIS

McKelvey School of Engineering

Accreditation

- In the McKelvey School of Engineering, many of the undergraduate degree programs are accredited by the Engineering Accreditation Commission of ABET.

Membership

- American Society for Engineering Education

School of Law

Accreditation

- American Bar Association
- Media Law Resource Center

Memberships

- American Association of Law Libraries
- American Society of Comparative Law
- American Society of International Law
- Association of Academic Support Educators
- Association of American Law Schools
- Central States Law Schools Association
- Clinical Legal Education Association
- Equal Justice Works
- Mid-America Association of Law Libraries
- Mid-America Law Library Consortium
- National Association for Law Placement
- National Association of Law Student Affairs Professionals
- Southeastern Association of Law Schools

School of Medicine

Accreditation

- Liaison Committee on Medical Education

Membership

- Association of American Medical Colleges

Brown School

Accreditation

- Council on Education for Public Health
- Council on Social Work Education

School of Continuing & Professional Studies

Memberships

- American Association of Collegiate Registrars and Admissions Officers
- Council for Adult and Experiential Learning
- International Center for Academic Integrity
- National Academic Advising Association
- National Association of Student Personnel Administrators
- University Professional and Continuing Education Association

Note: Business-related programs in the School of Continuing & Professional Studies are not accredited by the Association to Advance Collegiate Schools of Business International.

University Libraries

Membership

- Association of Research Libraries

Graduate Study

Policies & Guidelines

Academic Load Status for Financial Aid, Immigration and Enrollment Verification

Graduate (Fall, Spring):

Status	Enrolled Units of Credit
Full time	9+ units
Half time	4.5-8.99 units
Less than half time	Fewer than 4.5 units

Graduate (Summer):

Status	Enrolled Units of Credit
Full time	6+ units
Half time	3-5.99 units
Less than half time	Fewer than 3 units

Certain courses may, due to appropriate curriculum and monitoring circumstances, be encoded to carry a load value higher than the actual academic credit awarded. Examples include certain engineering co-op experiences, doctoral research study and select clinical or practicum courses.

Postdoctoral Training

According to the National Institutes of Health and the National Postdoctoral Association, a postdoctoral appointee is an individual holding a doctoral degree who is engaged in a temporary period of mentored research or scholarly training for the purpose of acquiring the professional skills needed to pursue a career path of their choosing. At Washington University in St. Louis, postdoctoral appointees conduct advanced research training with a faculty mentor and are supported by either research grants, individual fellowships, or institutional training grants.

Under the purview of the Office of the Vice Chancellor for Research, the Office of Postdoctoral Affairs (OPA) serves postdoctoral research associates and postdoctoral research scholars on both the Danforth and Medical campuses. The OPA helps postdoctoral appointees reach their career and professional development goals, advocates for postdoctoral issues, acts as a resource for information regarding postdoctoral life and recruitment, and, in collaboration with the Washington University Postdoc Society (WUPS), creates a lively postdoctoral community. Washington University in St. Louis is an institutional member of the National Postdoctoral Association.

For more information, visit the OPA website.

Registration in Courses

Registration dates are published in advance on the Office of the University Registrar's website. Late registration after the term begins is permitted only until the "add/drop" deadline relevant to a student's program. Students will not earn credit for courses in which they are not duly registered. Students may not register in courses that have conflicting meeting times.

Students may drop a course by the published deadline found on the Office of the University Registrar's website; dropped courses do not appear on the permanent academic record, and no grade is recorded. Students may withdraw from a course after the drop deadline and until the published withdrawal deadline. A withdrawal will result in a W notation associated with the course on the permanent record, including the transcript. Students who wish to drop or withdraw from a course are expected to follow steps to do so by the appropriate deadline. Failure to drop a course or withdraw by the published deadline may result in a failure of the course, and the transcript will reflect the failing grade.

Transfer Credit

Transfer credit is recorded on a student's permanent record. Courses transferred from other institutions of higher education do not have grades or grade points awarded and therefore do not apply toward a student's GPA.

Institutionally, Washington University participates in the Inter-University Exchange Program. Courses taken at Saint Louis University and the University of Missouri-St. Louis, according to the parameters documented, are approved to transfer to Washington University. The School of Law has a specific agreement in place with Saint Louis University for JD students only and under certain circumstances. Other transfer credit policies vary by school and program. Details may be found in the relevant academic sections of this *Bulletin*.

Tuition and Cost of Attendance

The cost of a Washington University education varies by school and, in some cases, by program. Tuition rates and fees are available through the Office of Financial Planning and Budget and are typically listed in greater detail (including fees and financial support options and procedures) on school websites.

Withdrawals and Refunds

If a student withdraws from Washington University after classes have begun, they must promptly file a request to withdraw in order to have appropriate registration and refund policies apply. These timelines vary by school and, in some cases, by program. Students should refer to the appropriate sections of this *Bulletin* for details.



University PhD Policies & Requirements

Academic PhD Programs

The following university-wide policies and practices apply to all PhD students regardless of school affiliation. They are specific to PhD program administration and PhD student experience. Schools/divisions may set stricter standards for students within their ambit, but they may not set standards that fall below university-wide policies. This page *does not* include those policies and practices that apply to the student community as a whole (e.g., the University Student Conduct Code).

Academic and Professional Integrity for PhD Students

The Academic and Professional Integrity Policy for PhD Students (PDF) continues to apply to all PhD students on the Danforth and Medical campuses, including dual-degree students when one of the degree programs is a PhD program.

Involuntary Leave of Absence

The Involuntary Leave of Absence Policy that applies to undergraduates was adopted to apply to all PhD students in 2014.

PhD Student Support Policies and Resources

New Child Leave

Full-time PhD students may request a New Child Leave to assume care for a new child. They should maintain their full-time student status. Students on New Child Leave are not expected to participate in mentored teaching or research experience for up to 60 calendar days and will receive their current stipend support during this 60-day period. Students may request additional time off via a leave of absence without receiving a stipend (for up to a full semester) if approved by the student's department/program. A leave of absence pauses the academic clock.

New Child Leave does not affect the student's full-time status and will not appear on the student's official transcript. New Child Leave must be taken within the first year after the child's date of birth or adoption. Students should contact their department/program to request a New Child Leave. Students who receive support from external agencies should consult the policies and guidelines of the sponsor as well as their Vice Dean or designee before requesting a New Child Leave.

Child Daycare Subsidy

The Child Daycare Subsidy is sponsored by Washington University in St. Louis, and its purpose is to help PhD students with children under their care (who meet the requisite eligibility criteria) to meet the costs of child daycare while they pursue their studies.

The amount of the Child Daycare Subsidy awarded to eligible applicants is based on their financial need, the number of children they have enrolled in child daycare facilities, their child daycare expenses, and available funding. Eligible PhD students can expect the following:

- For one child, the maximum award is \$3,550 per Fall/Spring semester.
- For two children, the maximum award is \$4,550 per Fall/Spring semester.
- For three or more children, the maximum award is \$5,550 per Fall/Spring semester.

The subsidy amount cannot exceed the cost of the daycare facility.

The application is available on the Office of the Provost website.

Financial Policies

PhD Student Minimum Financial Award

The education of PhD students represents a significant commitment on the part of both Washington University in St. Louis and the students admitted/enrolled. Washington University in St. Louis typically funds most full-time PhD students for a minimum of five years (with the exception of post-professional PhD programs in the School of Medicine). Funding typically consists of full tuition scholarship and financial support to defray living expenses. Financial support may also be referred to as stipends or fellowships. Such financial support may be sourced internally from university-wide fellowships such as the Olin Chancellor's Fellowship, the McDonnell International Scholars Academy, or school/program/department funds or from external sources (e.g., external research contracts and grants, external fellowships such as NSF GRFP).

The minimum PhD financial support rate for the 2024-25 academic year is \$36,050 annually, dispersed on a monthly basis while the student is enrolled full time. The rate applies to all PhD programs with the exception of post-professional specialty programs in the School of Medicine. Departments, schools, cross-school interdisciplinary programs, and other fellowship programs may choose to offer a rate higher than the established minimum, but they must do so for all students in their cohort. The eligibility criteria for PhD students receiving such financial support are outlined in the PhD Student Funding section below.

Students admitted to a part-time PhD program or on a part-time basis are not usually eligible for this minimum financial award.

PhD Student Funding

Financial support at or above the university-wide PhD minimum stipend rate allows PhD students to focus on their programmatic requirements, enabling them to make expeditious progress toward degree completion. This section predominantly pertains to PhD students, but it may apply to other graduate and professional students receiving financial support from the university.

Eligibility and Status

Students receiving university financial support must do the following:

- Enroll and maintain full-time student status in a graduate or professional program during the academic year;
- Make satisfactory academic progress in accordance with their degree program requirements; and
- Report to their degree program and university fellowship program (if applicable) any additional financial award(s) they receive or employment they engage in as outlined in this policy.

Because graduate students sometimes receive funding from multiple sources, it is the responsibility of the student, the student's department/degree program, and the Principal Investigator (if applicable) to understand and abide by the terms and conditions of each funding source.

Funding From Multiple Sources

Eligible students are encouraged to seek additional fellowships from external agencies. In addition to the funding amount, which can be more generous than that of a university financial award, these external fellowships are prestigious; they provide valuable training, experiences, and resources, and they enhance future career opportunities. In addition, securing external funding to support training and research is often an important component of the professional development of graduate students.

PhD students receiving university financial support who also receive an external fellowship or stipendiary award **may not** combine or "stack" the external award with the university financial support.* Students receiving an external fellowship or stipendiary award have two options.

Option 1: Supplementation of an External Fellowship or Stipendiary Award

If the sum of all external fellowship or stipendiary awards is less than the university financial support, the university funds may supplement the total amount of external funding to bring the student up to their guaranteed university fellowship or to the minimum university financial support for PhD students.

Students who receive external fellowship or stipendiary awards providing annual stipends that total more than the university financial support will retain the full external award(s) and will receive no additional university financial support for the duration of the external award.

- *Example One:* A student has a university award of \$38,000. The student receives a \$34,000 external award; the university will supplement the external award by \$4,000 to bring the student up to their university award of \$38,000.
- *Example Two:* A student has a university award of \$38,000. The student receives an external foundation award of \$42,000. Since the external award is greater, no university funds will be distributed while the student is supported by the external award.

Option 2: Deferral of University Fellowship or Stipendiary Award

Students receiving an external fellowship or stipendiary award during years one through five of study may, with program approval, defer up to one year of the university fellowship or stipendiary award made at the time of admission, if permissible based upon the award criteria from the external funding agency.

The university fellowship program and/or the student's home department or program can assist students when considering the benefits of each option. For cases in which a student has access to multiple sources of funding, external funds must be used before university funds are applied. University, school, and degree program funds will be the last source of funds to be applied to a student's financial support.

Schools and departments/programs may choose to offer an additional financial incentive to students who are awarded competitive external funding. Any such incentives must be uniformly awarded to all qualifying students within a degree program. Incentive awards given by school or degree programs to students who win external awards do not count toward the total university financial support; these incentive awards are in addition to the fellowship or stipendiary award.

All financial support will be applied in accordance with the terms and conditions of each funding source. In consultation with the student, departments/programs should ensure financial support is dispersed in the correct amount and in accordance with applicable policy.

* Limited exceptions may occur for instances in which the external award is explicitly contingent on the continuation of the university stipendiary award. In such instances, the decision on stacking is at the discretion of the school dean or their designee for support provided by the school or by a cross-school interdisciplinary program and at the discretion of the fellowship administrator for university-wide fellowships (e.g., OCF, MISA).

PhD Student Employment Full-Time Employment

University financial support that is provided at or above the university-wide PhD minimum stipend rate is intended to enable students to focus exclusively (i.e., full time) on their studies. Students who receive university financial support at or above the university-wide minimum PhD stipend rate are not permitted to hold full-time employment.



Students who perform full-time employment during the summer term will have their university fellowship or stipendiary award stopped for the duration of their full-time employment. Students are also subject to any school or program-based policies regarding employment, which may be more restrictive. Students should consult their school and degree program for approval.

Part-Time Employment

To ensure that students receiving university financial support can focus on their programmatic requirements and make expeditious progress toward degree completion, part-time employment should not exceed an average of 10 hours per week. This allowance may be restricted by schools/departments/programs to a smaller number of hours per week to conform with a student's funding source policies and with federal time and effort reporting guidelines (as applicable).

If a student and that student's advisor(s) believe that additional part-time employment will enhance the student's outcomes and is unlikely to hinder timely progress toward degree completion, the student may request approval for an exception through their school's graduate program office. Any such exceptions will be documented and kept on file in the school. For students supported on federal grants, it is the school's responsibility to ensure adherence to any constraints derived from time and effort reporting.

To reiterate, students are also subject to any school or department/program-based policies regarding employment, which may be more restrictive. Students should consult their school and degree program for approval prior to undertaking any part-time employment.

Implications for International Students

International students attending Washington University in St. Louis on a visa must consult with the Office for International Students and Scholars (OISS) before accepting any external or internal employment, either full-time or part-time.

Tax Implications

Please visit Washington University in St. Louis's Financial Services site for more information about the taxability of stipend payments. Students are encouraged to consult a personal tax advisor to ensure that they are adhering to federal and state laws and Internal Revenue Service (IRS) regulations.

PhD General Requirements and Policies

To earn a PhD at Washington University in St. Louis, a student must complete all courses required by their department/program; maintain satisfactory academic progress; pass certain examinations; fulfill residence and mentored experience requirements; write, defend, and submit a dissertation; and file an Intent to Graduate form via WebSTAC.

Note: Individual schools and departments/programs may have more restrictive policies than the university-wide policies stated herein.

Residence Requirement

Each full-time PhD student must spend at least one academic year enrolled full-time at Washington University in St. Louis. Any exceptions must be approved by the dean of the student's respective school and the Vice Provost for Graduate Education.

Students admitted to a part-time PhD program must be enrolled in at least 3 units for each Fall/Spring semester until the unit requirements for their program are satisfied.

Time Limit for PhD Enrollment Eligibility

Full-time PhD students are eligible for enrollment at Washington University in St. Louis for a maximum of 14 Fall/Spring semesters (seven years). Enrollment includes traditional course registration and 0-unit courses that carry a full-time enrollment status. Semesters of approved leaves of absence do not count toward this time limit.

Students admitted to a part-time PhD program are eligible for enrollment at Washington University in St. Louis for 18 Fall/Spring semesters (nine years). Semesters of approved leaves of absence do not count toward this time limit.

Full-time PhD students and those admitted to part-time PhD programs may petition for an enrollment eligibility extension for a maximum of one academic year. Petitions must be directed to the student's dean or their designee. Supplemental petitions will not be permitted. In unusual circumstances, the dean or their designee may appeal to the Vice Provost for Graduate Education on behalf of a particular student.

Qualifying Examinations

Progress toward the PhD is contingent upon the student passing examinations that are variously called *preliminary, qualifying, general, comprehensive, or major field exams*. The qualifying examination process varies considerably according to the department/program, and the structure and schedule of the qualifying exam are set by the department/program in accordance with best practices within their field. The department/program is responsible for documenting the process properly and ensuring the process is clearly outlined to their students. Each PhD program is responsible for notifying the school registrar or the appropriate record custodian of the student's outcome, whether successful or unsuccessful.

Mentored Experience Requirement

All PhD students at Washington University in St. Louis must complete a department/program-defined Mentored Experience. The Mentored Experience Requirement is a doctoral degree milestone that is notated on the student's transcript when complete. Each department/program has an established Mentored Experience Implementation Plan in which the number of semesters that a student must engage in a Mentored Teaching Experience or a Mentored Professional Experience is defined. The Mentored Experience Implementation Plans outline how doctoral students within the discipline will be mentored to achieve competencies in teaching at basic and advanced levels. Some departments/programs may elect to include the Mentored Professional Experiences as an avenue for completing one or more semesters of

the Mentored Experience Requirement. Doctoral students will enroll in Mentored Teaching Experiences or Mentored Professional Experiences to signify their progression toward completing the overall Mentored Experience Requirement for their degree.

The Mentored Experience Requirement will be altered for the 2025-26 academic year and will be documented in the *Bulletin*. Some programs are piloting changes for the 2024-25 academic year and will independently communicate with their students regarding any changes.

Dissertation

As evidence of the mastery of a specific field of knowledge and of the capacity for original scholarly work, each candidate must complete a dissertation. Each PhD candidate will form a Research Advisory Committee (RAC) approved by their department/program and by their school's graduate program oversight body. The RAC will approve the subject and approach of the dissertation, which will be evidenced by the student's completion of the Title, Scope and Procedure requirement.

The RAC should consist of at least three full-time Washington University in St. Louis faculty members who are authorized to supervise PhD students and who have appropriate expertise in the proposed field of study. One of these faculty members must be the student's primary research advisor/mentor. Additional members, including external members with active research programs at outside institutions, may serve on the RAC subject to approval by the school's graduate program oversight body.

- For cross-school/interdisciplinary PhD programs, the approvals referenced above should be obtained from the graduate program oversight body of the school of the primary research advisor/mentor.
- For a PhD program offered in partnership with an external academic institution, one full-time faculty member of the partner institution who is authorized to supervise PhD students and who has appropriate expertise in the proposed field of study may serve on the RAC as part of the three-member minimum requirement.

A Title, Scope and Procedure form for the dissertation must be signed by the RAC members and by the program chair. Full-time students must submit the Title, Scope and Procedure form to the school registrar or the appropriate record custodian at least six months before the degree is expected to be conferred or before the beginning of the fifth year of full-time enrollment, whichever is earlier. Students enrolled in a part-time PhD program must submit the Title, Scope and Procedure form to the school registrar or the appropriate record custodian at least six months before the degree is expected to be conferred or before the beginning of the sixth year of enrollment, whichever is earlier.

A Doctoral Dissertation Guide and a template that provides instructions regarding the format of the dissertation are available through the website of the Office of the Provost; both of these should be read carefully at every stage of dissertation preparation.

Each student is required to make the full text of the dissertation available to the committee members for their review at least one week before the dissertation defense. Most degree programs require two or more weeks for the review period; students should check their department/program's policies.

Dissertation Defense

Approval of the written dissertation by the Research Advisory Committee (RAC) is strongly recommended before the student can orally defend the dissertation. The doctoral dissertation committee that examines the student during the defense consists of at least five members. Normally, the members of the RAC also serve on the Doctoral Dissertation Committee. The dissertation committee is then additionally augmented to ensure that the following criteria are met:

1. Three of the five members (or a similar proportion of a larger committee) must be full-time Washington University in St. Louis faculty members or, for programs offered by Washington University in St. Louis-affiliated partners, full-time members of a Washington University in St. Louis-affiliated partner institution who are authorized to supervise PhD students and who have appropriate expertise in the proposed field of study. One of these three members must be the PhD student's primary thesis advisor, and one may be a member of the emeritus faculty.
2. All other committee members must be active in research/scholarship and have appropriate expertise in the proposed field of study whether at Washington University in St. Louis, at another university, in government, or in industry.
3. At least one of the five members must bring expertise outside of the student's field of study to the committee, as judged by the relevant school's graduate program oversight body.

The approval processes outlined under RAC in the Doctoral Council bylaws also apply to the doctoral dissertation committee, including approval of each dissertation committee by the host school's graduate program oversight body/bodies.

The student is responsible for making the full text of the dissertation accessible to their committee members for their review in advance of the defense according to program rules. Washington University in St. Louis community members and guests of the student who are interested in the subject of the dissertation are normally welcome to attend all or part of the defense but may ask questions only at the discretion of the committee chair. Although there is some variation among degree programs, the defense ordinarily focuses on the dissertation itself and its relation to the student's field of expertise.

Attendance by a minimum of four members of the Doctoral Dissertation Committee, including the committee chair and an outside member, is required for the defense to take place. This provision is designed to permit the student's defense to proceed in case of a situation that unexpectedly prevents one of the five members from attending. Students should not plan in advance to only have four members in attendance; if one of those four cannot attend, the defense must be rescheduled. The absence of all outside members or of the committee chair would necessitate rescheduling the defense.



Students, with the support of their Doctoral Dissertation Committee chair, may opt to hold their dissertation defense in-person or by utilizing a virtual or hybrid format.

Dissenting Vote(s) at a Dissertation

Faculty members of the Doctoral Dissertation Committee normally will examine the PhD candidate and vote on whether to approve the dissertation. In the vast majority of cases, these votes are unanimously for approval. In the rare case that there are faculty concerns that cannot be resolved through subsequent revisions and which therefore result in dissenting (negative) vote(s), the committee chair will refer the case to the Vice Provost for Graduate Education for resolution.

In the case of a single dissenting vote, the committee chair and the dissenting voter will be asked to explain the reasons for the dissent in a letter to the Vice Provost for Graduate Education. After consulting with these and other members of the committee, the Vice Provost for Graduate Education may then decide to accept the majority opinion and approve the dissertation, or they may seek the opinion of an additional reader. After considering this additional evidence, the Vice Provost for Graduate Education may approve or decline to approve the dissertation.

In the case of two or more dissenting votes, the committee chair and the dissenting voters will again be asked to explain the reasons for the dissent. The Vice Provost for Graduate Education may then decide to decline to approve the dissertation. Alternatively, they may ask the department or graduate program to name a Resolution Committee, consisting of three tenured or tenure-track professors at Washington University in St. Louis or elsewhere who did not serve on the original committee, to reexamine the dissertation and the candidate. A unanimous positive recommendation from this committee will be required in order for the Vice Provost for Graduate Education to approve the dissertation. Failure of a department or graduate program to identify three faculty members to serve on this Resolution Committee will be tantamount to a rejection of the dissertation.

Dissertation Submission

After the successful defense of their dissertation, the student must submit an electronic copy of the dissertation online to the university by the established deadline for their graduation term. Dissertations must be submitted no later than three months after the oral defense of the dissertation. Petitions for an extension to the three-month limit may be submitted to the Director of Graduate Studies for consideration and approval. The submission website requires students to choose from among publishing and copyrighting services offered by ProQuest ETD Administrator, but the university permits students to make whichever choices they prefer. Students are asked to submit the Survey of Earned Doctorates separately. The degree program is responsible for delivering the final approval form, signed by the committee members at the defense and then by the department/program chair or director, to the school registrar or the appropriate record custodian. Students who complete all degree requirements and defend their dissertations successfully have not completed their PhD requirements; they finish earning their degree only when their dissertation submission has been accepted by their school of record.

Degree Candidacy Extension (DCE)

Degree Candidacy Extension (DCE) refers to a non-enrolled status available, under exceptional circumstances, to full-time PhD students who have completed all PhD degree requirements with the exception of the dissertation.

Extended degree candidates are not registered for any courses, have no enrollment status, and are ineligible for financial awards or support, benefits, and resources available to enrolled Washington University in St. Louis students. Once a student enters DCE, they may not register or enroll with Washington University in St. Louis as a student in their intended degree program in a future term.

DCE status may be assigned to full-time students in a variety of situations, including but not limited to the following:

- PhD students who do not complete their dissertation after exhausting the time allowable for PhD enrollment status due to circumstances beyond their control (see Time Limit for PhD Enrollment Eligibility earlier on this page);
- PhD students who secure full-time employment prior to the completion of their dissertation and who have established a timeline for the completion of the dissertation requirement; and
- PhD students who have exhausted their university financial support period as defined by their school or program prior to the completion of their dissertation and who have established a time line for the completion of the dissertation requirement.

DCE status may be inappropriate for international students dependent on a U.S. visa, and such students may not be eligible for this status. International students should always consult with an OISS advisor prior to making an enrollment status change. In addition, students admitted as part-time PhD students are not eligible for DCE status.

DCE status is not the rule. Rather, it is assigned as an exception. Students must obtain the recommendation of their department/program leadership and petition the Vice Dean for Graduate Education (or equivalent) within their school to request to enter DCE status. If the petition is successful, the DCE status is conferred for the period of one year, after which an additional petition should be made and approved. Students seeking to remain in DCE status are obligated to provide a written report on their dissertation's progress annually to their department to secure their approval for subsequent petitions. Individual departments may require additional checkpoints to ensure progression. Students may remain a PhD candidate in this status for a maximum of three calendar years.

If three calendar years pass from the first semester in which a student was placed on DCE and the student has not successfully completed all degree requirements, then that student has officially forfeited their eligibility to earn the PhD degree. Under these circumstances, the student may petition the Vice Provost of Graduate Education with the support of their department chair and school vice dean to be allowed to complete the degree outside of the three-year extension period. The petition will include a timeline for completion. The Vice Provost of Graduate Education reserves the right to deny any such request.

PhD Mentored Experiences

Mentored Experience Requirements

Doctoral students at Washington University must complete a department defined Mentored Experience. The Mentored Experience Requirement is a doctoral degree milestone that is notated on the student transcript, when complete. Each department has an established Mentored Experience Implementation Plan in which the number of semesters in which a student must engage in a Mentored Teaching or Mentored Professional Experience is defined. The Mentored Experience Implementation Plans outline how doctoral students within the discipline will be mentored to achieve competencies in teaching at basic and advanced levels. Some departments may elect to include Mentored Professional Experiences as an avenue to complete one or more semesters of the Mentored Experience Requirement. Doctoral students will enroll in LGS 600 (Mentored Teaching Experience) or LGS 603 (Mentored Professional Experience) to signify progression in completing the overall Mentored Experience Requirement for the degree. *Please note: A committee is looking into the MTE and there may be updates to the policy.*

Mentored Experience Implementation Plans

A department defined requirement for PhD students to engage in mentored teaching activities and/or other mentored professional activities. The requirement includes information related to the role of teaching or professional experiences within the discipline, the department's plan for supporting and offering pedagogical training, the normal sequence of opportunities for a PhD student, and the number of semesters required. Departments have the opportunity to send updated Mentored Experience Implementation plans to the Vice Provost for Graduate Education and International Affairs each academic year.

Current Departmental Plans

- Anthropology
- Art History & Archaeology
- Biology & Biomedical Sciences
- Biomedical Engineering
- Business
- Chemistry
- Classics
- Comparative Literature
- Computer Science & Engineering
- Earth, Environmental, & Planetary Sciences
- East Asian Languages & Cultures
- Economics

- Education
- Electrical & Systems Engineering
- Energy, Environmental, & Chemical Engineering
- English
- French
- Germanic Languages & Literature
- Hispanic Studies
- History
- Materials Science & Engineering
- Mathematics & Statistics
- Mechanical Engineering
- Movement Science
- Music
- Nursing Science
- Performing Arts – Dance
- Philosophy
- Physics
- Political Science
- Psychological & Brain Sciences
- Rehabilitation & Participation Science
- Sociology
- Speech & Hearing
- Writing

Mentored Experience Student FAQs

Am I able to teach as a primary instructor as part of the Mentored Teaching Experience (MTE)?

Yes, once students have completed the minimum pedagogical competencies associated with mentored teaching, the department may assess the students' ability and interest to determine if the opportunity to teach as a primary instructor (with faculty support), proves advantageous for the doctoral student. A faculty member must be listed as a support person with the label Mentor. Students will enroll in LGS 600.



I completed my department's defined mentored experience requirement. Can I continue to teach or engage in a professional experience?

Yes, students who completed the department's mentored experience may continue to teach if they are hired as an adjunct instructor. Students who completed the department's mentored experience may continue to engage in a professional experience either as an extracurricular activity or as an internship, either paid or unpaid. Students may not enroll in LGS 600 and LGS 603 after the Mentored Experience requirement is complete.

Can I use a paid experience to count toward my department's Mentored Experience requirements?

No, paid experiences may not be counted toward your degree requirements. However, professional experiences that encourage the exploration of diverse careers are certainly supported by the Vice Provost for Graduate Education and International Affairs. Students should always heed the part-time employment policy when considering engagement in a paid professional experience. Students are also encouraged to meet with the Director of Institutional Development for guidance on how these experiences fit into individualized career goals.

My department does not offer the Mentored Professional Experience as an option to fulfill the Mentored Experience requirement. Can I still engage in an MPE?

No, MPE is an academic endeavor that is applied toward a degree requirement.

Can I participate in a paid mentored professional experience?

Students may participate in mentored experience as part of an internship, externship, or other similar experience. Students may not enroll in LGS 603 for a professional experience that is paid; this includes paid Curricular Practical Training (CPT) experiences.

Mentored Experience Department FAQs

How often should Mentored Experience Implementation Plans be reviewed and updated?

Departments may update their Mentored Experience Implementation Plans (formally Teaching Implementation Plans) at any time. Generally, students should be held to the defined plan that was in effect when the student was admitted. However, plans that are expanded to become more inclusive of diverse options may be offered as the guideline to students who were admitted in a previous term. Under no circumstance should a student be required to complete more semesters of the Mentored Experience than what was defined by the department when the student was admitted to the PhD program.

The Director of Institutional Development will send a call for review to the Mentored Experience plan during the Spring term of each academic year. Departments are encouraged to review the plan to determine if any changes are needed.

Are AM students allowed to complete a Mentored Experience?

AM students are not eligible for enrollment in LGS 600 (MTE) or LGS 603 (MPE). AM students engaged in teaching activities must be compensated by the department.

Can we count a student's previous semester's engagement in a mentored professional experience toward the Mentored Experience requirement?

Yes, the department has the right to apply those experiences toward the students' semester requirements for Mentored Experiences. Note that students will not be retroactively enrolled in LGS 603 to account for these activities. The department will need to track any activities completed in a previous semester independently of SIS.

Brown School at Washington University in St. Louis

Our Vision

A better and more equitable society.

Our Mission

To engage multidisciplinary faculty, staff and students to create a better and more equitable society through leading rigorous science, transformative education and authentic partnerships.

Message from the Dean



The Brown School has a rich tradition of excellence in social work, public health and social policy where passionate students, innovative faculty, and committed staff collaborate on problem-solving research and advancing interdisciplinary scholarship.

The Brown School is a leader among schools of social work and programs of public health because of its dedication to equity and impact. It is a place where our faculty, staff, students and alumni can do their best work locally, nationally and globally to work toward solving society's greatest challenges. We are strongly committed to driving equity through rigorous science, transformative education and collaborative partnerships.

Our foundation is built on the strength of Washington University and the deep ties to the local and global communities we serve. Our current strategic plan — Driving Equity 2030 — aims to advance social, economic, health, environmental and racial justice. Whether you are a prospective student, an alumna, a researcher, a practitioner, or a community member, we welcome you to our community and invite you to join us in our work toward the elimination of social and health disparities in the St. Louis region, the nation, and the world.

Sincerely,

Dorian Traube
Neidorff Family and Centene Corporation Dean of the Brown School
and Professor

Contact Information

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Faculty

Dean

Dorian Traube
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Neidorff Family and Centene Corporation Dean of the Brown School
PhD, Columbia University

For further information, please visit the Faculty & Research page of the Brown School website.

Courses

Courses include the following:

- S15 SWCR (MSW Foundation) (p. 32)
- S20 SWHS (Theory, Problems & Issues) (p. 33)
- S30 SWDP (Practice Methods) (p. 35)
- S31 SWDP (Practice Methods) (p. 37)
- S40 SWSP (Social Policy) (p. 40)
- S48 SWSP (Social Policy) (p. 43)
- S50 SWSA (Practice Methods) (p. 43)
- S55 MPH (Master of Public Health) (p. 45)
- S60 SWCD (Practice Methods) (p. 58)
- S65 SWCD (Practice Methods) (p. 62)
- S70 SWPR (MSW Practicum) (p. 63)
- S81 SKILL (Skill Labs) (p. 64)
- S90 SWDT (Brown PhD) (p. 68)

S15 SWCR (MSW Foundation)

Visit online course listings to view semester offerings for S15 SWCR.



S15 SWCR 5007 Research Methods with Statistical Applications

Focuses on the basics of social work research including developing a statement of the research problem and a literature review, specifying research questions, identifying the sample and measures, conducting data collection and analysis, and interpreting findings. Attention will be given to understanding the ethical issues and guidelines in human subjects research.

Credit 3 units.

S15 SWCR 5011 Human Behavior

Focuses on understanding, explaining, and predicting human behavior in relation to the social environment by examining human development and lived experiences through theoretical frameworks. The course assesses several influences on life course development and human behavior including: biology, psychology, spirituality, cognition, genetics, family history, community dynamics, societal influences and cultural contexts. The impact of age, race, ethnicity, socioeconomic status, religion, gender, sexual orientation, national origin, physical and mental ability, and other identities will be emphasized. The underlying values, strengths, and challenges of different theoretical perspectives will be critiqued based on empirical evidence, cultural relevancy, and practice applicability. Pre/corequisite: S15-5038.

Credit 3 units.

S15 SWCR 5012 Social, Economic & Political Environment

Focuses on the dynamic relationship between individuals and society and explores history, theories, ideologies, and evidence concerning the social, economic and political forces that impact human well-being and the practice of anti-oppressive social work. 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 & Groups

Focuses on the introductory knowledge and skills needed for social work practice with individuals, families, and groups, with an emphasis on the development of helping skills that are relevant to work with diverse populations. Familiarizes students with evidence supported assessment and intervention approaches utilized in social work practice with individuals, families, and groups. Introduces students to the Brown School's FLAIR model of evidence-based practice and how this model supports effective social work practice. Explores and applies the values and ethics that characterize the profession.

Credit 3 units.

S15 SWCR 5039 Social Work Practice with Organizations and Communities

Focuses on the knowledge, skills and values needed for effective social work practice within community settings and organizational structures. Beginning with a strong foundation of the professional values and guiding principles of practice, students will gain an understanding of the relationship between direct practice and the mezzo and macro interventions that needed to improve client well-being. Grounded in an equity framework, the course is structured around the Planned Change process to build skills needed to holistically engage, assess, and plan interventions accounting for organizational capacity and community assets and needs. Emphasis is placed on skill building and problem solving through group work,

case studies, relevant social research, and experiential assignments in the community and within the student's practicum site. Students should expect integration with professional experiences in humans service settings for assignments, therefore, a corequisite is Foundation Practicum. Prerequisites: S15-5007, S15-5015, and S15-5038.

Corequisite: foundation practicum.

Credit 3 units.

S15 SWCR 5040 Social Welfare Policies and Services

Presents a historical view of social work practice and explores historical and contemporary developments in social welfare policies within the U.S. social welfare system. Students gain insights into how political and social conditions, as well as values and ideologies influence the articulation of social problems, the policy development process, and the implementation of social welfare policies. Students also acquire skills to comprehend the impact of these changes in the lives of marginalized populations.

Credit 3 units.

S10 SWCR 6000 MSW Foundation Assessment

Completion of this course is required for students who are enrolled in MSW foundation coursework. All MSW students (regular, advanced standing, part-time, dual and joint degree) are required to participate in all components of the assessment as part of their graduation requirements. The assessment has four components. 1) a comprehensive knowledge assessment 2) a skills practice simulation 3) a portfolio of course assignments and 4) a Field Education assessment of practice behaviors. Each component is assessed at the Foundation and at the Concentration level.

S10 SWCR 7000 MSW Concentration Assessment

Completion of this course is required for students who are enrolled in MSW concentration coursework. All MSW students (regular, advanced standing, part-time, dual and joint degree) are required to participate in all components of the assessment as part of their graduation requirements. The assessment has four components. 1) a comprehensive knowledge assessment 2) a skills practice simulation 3) a portfolio of course assignments and 4) a Field Education assessment of practice behaviors. Each component is assessed at the Foundation and at the Concentration level.

S15 SWCR 7600 BSW Intensive: Bridge to Brown

The course is designed to give BSW graduates a refresher on important concepts from Research Methods; Social Justice and Human Diversity; and Social, Economic and Political Environment as well as to introduce them to the Brown School's FLAIR model of evidence-based practice. Credit 4 units.

S20 SWHS (Theory, Problems & Issues)

Visit online course listings to view semester offerings for S20 SWHS.

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 1025 Theoretical Approaches to Interpersonal Violence Across the Life Course

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

Credit 3 units.

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. 3 units.

Same as I50 INTER D 5003

Credit 3 units. EN: S

S20 SWHS 5022 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.

S20 SWHS 2010 Contemporary Perspectives on 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. MSW 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. Prerequisite: S15-5012, S15-5039, & foundation practicum.

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

S20 SWHS 5030 International Social & Economic Development Theory

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 5040 Theories of Racial, Social & Economic Justice

Credit 3 units.

S20 SWHS 5079 Community Development and American Cities

The world is becoming increasingly urban. Recently for the first time more than half of the world's population lived in cities. While urbanization has brought great opportunities it also comes with significant challenges. The goal of this course is to introduce and analyze interventions that improve the quality of life of Americans by improving their neighborhoods, and that strengthen neighborhoods as essential components of competitive regional economies. We will focus both on strategies to alleviate urban poverty and on strategies to make urban neighborhoods attractive to large numbers of potential residents of all races and classes. The course will include a rigorous introduction to community development strategies with specific attention to the role of community organizations, the need for strengthening key service areas such as schools and safety, and the importance of density and place-making. While the focus of the course will be on St. Louis and other older industrial cities, the lessons learned are applicable to all cities throughout the world. In addition to St. Louis, we will also spend concentrated time on New York City as an example of a fast-growth, strong market city. Course pedagogy will emphasize intense



interaction between students and between the students and instructor, using lectures, small group discussions and active debates. Class assignments will include the requirement to write five short (3-4 page) papers over the course of the semester. All papers will be based on class reading. For MSW Program SED Concentration students, this course fulfills the SED Theories, Problems, and Issues requirement. For MSW Policy Specialization students, this course fulfills the elective requirement. For Master of Architecture students, this course fulfills the Urban Issues elective requirement. For Master of Urban Design students, this course fulfills the MUD Track elective requirement. MSW Pre/corequisite: S15-5012.

Credit 3 units. Arch: GAMUD, GAUI, UI Art: CPSC

S20 SWHS 5081 Contemporary Theories and Issues in Behavioral Health

This course examines a range of theories and contemporary issues in mental health that relate to social work practice in mental health. Prerequisites: S15 5011 and S15 5038.

Credit 3 units.

S20 SWHS 5089 Human Service Organizations: Theory, Concepts, Issues

This course has controlled registration for all students. Priority is given based on degree requirements. All students who wish to enroll in this course should add themselves to the waitlist. This course provides the theoretical and conceptual underpinnings of the concentration. It will examine the landscape and current state of the organizational system to achieve social impact, including strengths, weaknesses, opportunities and threats as well as the manner in which legal, social, economic and cultural forces shape organizational behavior. It will introduce the meaning, scope and rationale of the four interlinked concentration foci (leadership, management, innovation and entrepreneurship) and introduce key theories, concepts and frameworks that inform the entire curriculum, in particular organizational and leadership ambidexterity.

Credit 3 units.

S20 SWHS 5751 Indigenous Knowledge, 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 US and their treatment by the US. Examines modern Indian governments, and legal systems, and the status of Indian nations as sovereign political entities within the US. Prerequisite: S15-5012.

Credit 3 units.

S30 SWDP (Practice Methods)

Visit online course listings to view semester offerings for S30 SWDP.

S30 SWDP 5150 Diverse Issues in Maternal Health & Reproduction

The impetus for the course will focus on critical aspects of maternal health and reproductive justice as an ongoing and ever evolving social movement that aligns with advocacy and activism. At this time, key components of the course will: Describe the foundation of preconception, perinatal, and postpartum health and detail health disparities across these areas in the U.S. (i.e., mortality & morbidity, infant health, midwifery care, doula practice, impact of birth environments-hospital, home, prisons, etc.) Chronicle historically significant events associated with maternal health and reproductive justice (i.e., the 19th century Women's Rights Convention, emergence of gynecological practices, the 1913 women's suffrage march, the

2017 women's march, the abortion law timeline and the Dobbs decision, etc.) Critique theoretical & guiding frameworks for positioning maternal health and reproductive justice advocacy, activism, education, research & practice (i.e., the reproductive justice framework, feminism, intersectionality, queer consciousness, womanism, Black feminism, etc.) Examine environmental justice as a proponent to sustained maternal health and reproductive justice. Discuss the global mobilization of women across the world-particularly underrepresented and marginalized populations that experience negative maternal health outcomes. Explore the role of male and paternal allies as advocates for reproductive justice and improved maternal health. Conceptualize the way forward through implications for improved social work and public health practice, policy, and research across these areas.

Credit 3 units.

S30 SWDP 5311 Addressing & Preventing Intimate Partner Violence in Practice

Explores social work practice to understand, address, and prevent the incidence and impact of intimate partner violence on individuals, families, communities, organizations, and society with a focus on the intersection of IPV with other forms of oppression.

Credit 3 units.

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 Clinical Interventions in Health & Integrated 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 teamwork skills. 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.

Credit 3 units.

S30 SWDP 5504 Dialectical Behavior Therapy

An introduction to Dialectical Behavioral Therapy (DBT), an evidence based practice. Pre or corequisite S30-5503.

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. Pre-requisite: 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 5805 Principles of Clinical Interventions in Behavioral Health

This course expands generalist practice competencies of engaging, assessing, intervening, and evaluating individuals in mental health settings and practice. Prerequisite: S15-5038. Prerequisites/ Corequisites: S20-5081 & S30-5810.

Credit 3 units.

S30 SWDP 5810 Principles and Practices of Differential Diagnosis

This course will explore and extend generalist social work assessment skills to include the differential diagnosis process, with a specific focus on contextualizing behavior within sociocultural contexts. Prerequisite: S15 5038. Prerequisite/Corequisite: S20 5081, S20 1011, S20-1022, S20 1025, S20 2010, or S20 3022.

Credit 3 units.

S30 SWDP 5811 Harm Reduction Community Practice

This course will focus on the systems, policies, and programs essential for implementing harm reduction in community settings. The course will explore the rationale for implementing harm reduction services, the role of community organizing to support harm reduction services, and essential public policy changes needed to save lives and foster client

self-determination through harm reduction policies and practices. MSW Pre/co-requisites: S15-5012 & S15-5039. MPH Pre/co-requisites: S55-5001 & S55-5004 Priority enrollment given to MSW Mental Health students and MPH Mental and Behavioral Health students. 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.

S30 SWDP 7201 Social Work Practice Across Systems Serving Children, Youth and Families

Social workers who support children and youth are likely to work in a variety of community-based systems, including child welfare, family support, K-12 education, health, and juvenile justice settings. This course familiarizes students with trauma informed and cross-systems collaboration frameworks as well as introduces them to a number of evidence-based practice models that are applicable in two or more child, youth, or family service system settings.

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 in Early & Middle Childhood

This course 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. 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 7328 Social Work Practice in Suicide Prevention, Intervention & Postvention

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 coursework 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 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 9453 Principles, Practices and Services in Substance Use Disorder Treatment

This course explores evidence-based principles, practices, and services in substance use disorder treatment. Prerequisite: S15-5038. Pre/ Corequisite: S20-1011 S20-1025 or S20-3022 or S20-5081. Credit 3 units.

S30 SWDP 9455 Interpersonal Work with Older Adults & their Families

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 (Practice Methods)

Visit online course listings to view semester offerings for S31 SWDP.

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 are 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 5122 Intervention Approaches to address Gender-Based Violence

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 Trauma Treatment with Children and Adolescents

This course will introduce students to the essential concepts, components, and skills underlying evidence-based treatment for traumatized children and adolescents. Trauma is broadly defined and includes children and adolescents exposed to traumatic events including, but not limited to abuse and neglect, medical trauma, and community violence. Students will learn to apply the NCTSN 12 Core Concepts as a conceptual lens to understand the impact of trauma on children and their families. In addition, students will learn to apply 12 common trauma-informed practice elements using an intersectional, anti-racist framework in the intervention and treatment of traumatized children and their families. The course provides a path for intervention that considers the impact of trauma, the intervention objective(s) that can be used to ameliorate that impact, and the identification of practice elements that, if used skillfully in the context of a strong therapeutic relationship, will support the intervention objective. This course is taught using an inquiry-based learning (IBL) pedagogy to enhance students' engagement and learning using full-length cases that exemplify the diverse clients a clinician might encounter in practice. Prerequisite: S15-5015, S15-5038. Credit 3 units.

S31 SWDP 5148 Core Components & Skills for Trauma-Informed Practice

This course facilitates students' acquisition of the knowledge, skills, and attitudes necessary to effectively use 12 common trauma-informed practice elements in interventions for and the treatment of traumatized children and their families. The course conceptualizes a trajectory of intervention that considers the impact of trauma, intervention objectives, and the practice elements needed to facilitate the intervention objectives. This course is taught using an inquiry-based learning (IBL) pedagogy to enhance students' engagement and learning using full-length cases to exemplify a range of different clients a clinician might encounter. 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 Sexual Health Education

For this class students will design holistic sexual health education curriculum for adults. 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 enhancing shared social support around positive sexuality. Students will spend the semester developing a sexual health curriculum and will publicly facilitate their curriculum at the end of the semester. Credit 3 units.

S31 SWDP 5155 Designing Sexual Health Education Curriculum

In this course, students will design and implement holistic, gender-neutral/gender-inclusive sex education sessions for individuals who wish to deepen their knowledge on sexuality. The class is designed to improve sexual self-efficacy, as well as to develop expertise in teaching sexuality education. It will provide participants with opportunities for engaging in intergroup dialogue, expanding 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 undergrad students. The course involves three hours of class time and up to two hours of practice teaching time each week. Students and their participants will read articles, journal, and participate in brief homework exercises weekly. Students may also enroll for supervision hours for AASECT certification as sexuality educators.

Credit 3 units.

S31 SWDP 5156 Media Methods for Disseminating Sexual Health Education

This course focuses on the use of media and technology as methods to promote positive sexual health behaviors and to disseminate sexual health education. Students will explore the many ways sex educators engage and assess community needs and create interventions to provide holistic, sex-positive, inclusive, and destigmatizing sex education to combat the health and behavior consequences of a sex-negative culture. Students will practice translating evidence-based information to various technology and media methods, culminating with the development of their own media-based sexual health intervention.

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 5160 Interventions and Services in Integrated Behavioral Health Settings

Students will gain knowledge, skills, and competencies related to behavioral health approaches, models, and frameworks of integrated behavioral health. Integrated behavioral health is defined as behavioral health practices that are integrated into physical health settings or bringing physical health practice into behavioral health settings. Prerequisite: S15-5038. Pre/corequisite: S20-2010, S20-3022, or S20-5081. New professional roles are open to social workers as a result of innovative policy and practice models in which mental health care is integrated, coordinated or co-located with medical care and social services. This course introduces students to the knowledge and skills required to 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 monitor and ensure effective care. The course will utilize published literature, websites, and practice examples to enhance student skills in a range of activities required to understand and engage in integrated behavioral and health care. Students' professional knowledge and competencies will be advanced, thereby enhancing their future professional skills. Competencies related to engaging, assessing, intervening, and evaluating individuals, families, and organizations will be developed.

Credit 3 units.

S31 SWDP 5180 Criminal Justice Involved Adults: Practice & Policy Interventions

This course will extend our understanding of the how the US adult criminal justice system intersects with social work and public health professions and client systems. The course will devote particular attention to the overrepresentation of people in prisons and jails with psychiatric and behavioral disorders and members of ethnic minority groups. The collateral consequences of criminal justice involvement such as health disparities, impact on families and children, increased risk for interpersonal violence, and intergenerational transmission of inequality will be emphasized. The ways in which working with adults in the criminal justice system (and their families) can promote social and economic justice and public health will be explored. This problem-solving course will focus on existing evidence-based practices as well as the development of multi-level evidence-based interventions pertinent to social work and public health professionals. This course is applicable to any social work or public health student regardless of whether the student plans to work in a criminal justice-specific setting.

Credit 3 units.

S31 SWDP 5182 Special Topics: Trauma of Policing Among Marginalized Populations in America

This course incorporates readings, group discussions, and guest lectures focused on gratuitous police violence and its traumatic impact on the well-being of marginalized populations in America. Given its prevalence, emphasis will be placed on the traumatic effects of police violence for Black populations. The course will highlight the origins of police violence in America, disparities in police use of force among ethnic minorities and its traumatic impact, protesting and the calls to "defund" and "abolish" the police, and the role of social workers in eradicating police violence toward marginalized groups.

Credit 3 units.

S31 SWDP 5183 Special Topics: Core Components & Skills for Trauma-Informed Practice

This course facilitates students' acquisition of the knowledge, skills, and attitudes necessary to effectively use 12 common trauma-informed practice elements in interventions for and the treatment of traumatized children and their families. The course conceptualizes a trajectory of intervention that considers the impact of trauma, intervention objectives, and the practice elements needed to facilitate the intervention objectives. This course is taught using an inquiry-based learning (IBL) pedagogy to enhance students' engagement and learning using full-length cases to exemplify a range of different clients a clinician might encounter.

Credit 3 units.

S31 SWDP 5184 Special Topics: Trauma Treatment with Adults

The consequences of traumatic events can have profound effects that significantly impact neurological, psychological, and relational functioning across the lifespan. This course will provide students with an overview of current approaches to the clinical treatment of adults who have experienced simple or complex trauma. Trauma theories, assessment, diagnostics, best practice principles, and recommended evidenced-based trauma treatment models will be explored. Students will also learn about psychopharmacological approaches used in conjunction with psychotherapeutic modalities. Emphasis will be placed on the necessity of bringing an intersectional, socio-political analysis to trauma treatment in recognition of how cultural forces and institutions can ameliorate and exacerbate the adverse effects of trauma. The importance of a strong therapeutic alliance will be emphasized as well as the effects of secondary traumatization on therapists and the role of self-care.

Credit 3 units.

S31 SWDP 5185 Training in Intergroup Dialogue Facilitation: Skills for Multicultural Social Work Practice

This course is designed to increase students' self-awareness, knowledge, and skills needed to carry out effective multicultural social work practice with diverse populations. Students will gain skills in facilitating multicultural groups and developing diversity workshops. While the focus will be on diversity dialogue, the skills are transferable to micro, mezzo and macro dialogues. Prerequisite: S15 5038. MPH and MSP students may take this course as an elective.

Credit 3 units.

S31 SWDP 5243 Social Work Practice with LGBTQIA+ Populations

Focuses on developing the knowledge and practice skills necessary for effective, evidence-based practice with lesbian, gay, bisexual, transgender, queer/questioning, intersex, and ally/sexual/agender (LGBTQIA+) persons and their families. Covers five major domains of practice with LGBTQIA+ persons: (a) theoretical and empirical knowledge to understand LGBTQIA+ persons across the life span; (b) the unique psychosocial concerns and issues of LGBTQIA+ 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 LGBTQIA+ persons; (d) social work values, ethics and social justice concerns surrounding LGBTQIA+ population; and (e) intervention strategies for building inclusive agencies, organizations, and institutions. Student actively examine their own values and attitudes and their professional use of self in their practice with LGBTQIA+ populations. Prerequisite: S15-5038.

Credit 3 units.

S40 SWSP (Social Policy)

Visit online course listings to view semester offerings for S40 SWSP.

S40 SWSP 5601 MSP Short Course: Social Entrepreneurship Policy in Asia (Global)

Priority is given to MSP students. Space permitting, MSW and MPH students may enroll for elective credit. Social entrepreneurs focus on transforming systems and practices that fuel human misery to create sustainable changes in social systems and health. Over the past 20 years, policy has changed greatly towards Chinese non-profits and emerging social enterprises. During this course, using examples from China and elsewhere in Asia, we will learn how social entrepreneurs respond to social challenges through enterprise creation and how various policy environments effect their development. We will discuss the strengths and weaknesses of social entrepreneurship compared to "traditional" non-profit management, activism, and CSR. Students will learn the basics of entrepreneurship, focusing on methods to understand and define a social problem and test various approaches to systems change. Students will learn to think like an entrepreneur, using techniques from Lean Startup and learn to look for opportunities to leverage to create value without many formal resources. Students will also be introduced to local, national and global resources for social entrepreneurs.

Credit 1 unit.

S40 SWSP 5602 MSP Short Course: Comparative Education Policy (Global)

Priority is given to MSP students. Space permitting, MSW and MPH students may enroll for elective credit. Educational policies have seen a renewed focus due to factors such as globalization, migration, and increased information access in a digital setting. Much of this can be understood in the context of the United Nations Sustainable

Development Goals where access and quality education are paramount to the SDG for education (see <http://www.un.org/sustainablegoals/>). This course will discuss, compare, and contrast educational policies and the social, economic, and political contexts surrounding these policies. The course will also examine national models of education and consider both equal access to education in developed countries' and universal access to education in developing countries.

Credit 1 unit.

S40 SWSP 5603 MSP Short Course: HIV Policy: How Advocacy has the Power to Save Lives

Priority is given to MSP students. Space permitting, MSW and MPH students may enroll for elective credit. This course deeply examines HIV policy and advocacy, particularly with a focus on how federal HIV legislation impacts state-level laws and regulations, and how those federal and state policies impact the actual lives of people living with HIV. We will explore the evolution of the Ryan White CARE Act and the Ending the HIV Epidemic plan designed by the U.S. Department of Health and Human Services to better understand past and present states of HIV policy. While the course will focus on U.S. domestic policy, global contexts and initiatives such as PEPFAR will be discussed to provide a comprehensive picture of how U.S. policy priorities impact the globe and vice-versa. Through short assignments focused on practical application, students will learn and apply advocacy strategies spearheaded by HIV-impacted communities that are designed to improve HIV policies and how to utilize research and creative tactics to save lives and increase access to care. Direct engagement with HIV advocates, researchers, and others will allow students to gain an understanding of the complexities of public health policy, including ethical issues presented by the unintended consequences HIV-specific policies, including criminalization, molecular surveillance, and how racism impacts equitable policy and implementation.

Credit 3 units.

S40 SWSP 5604 MSP Short Course: Authentic Advocacy: Relationships, Environment, and Self

Priority is given to MSP students. Space permitting, MSW and MPH students may enroll for elective credit. This course addresses relational and environment factors that can be determining factors in the efficiency and perception of a policy work. The course examines concepts of authenticity, intentionality, the art of bringing people together, code-switching and how to be a strong advocate for the things you truly value. Modules ask each student to consider an authentic melding of values, politics, people and goals. During the class, we will explore using humor and conversational language at the appropriate times to adapting to a sudden change in the power dynamic of a room mid-presentation. Drawing from and cutting across Diffusion of Innovation Theory, Stage Theory of Organizational Change, and Conscious Competence Theory, activities will be varied and interactive including 1. being asked to mock present to a room full of policy makers that seem to change their priorities mid-way through a brief, or 2. to consider how they intentionally gather people around policy decisions or 3. what they are unwilling to accept at any cost and how to advocate for their highest sense of right in real-time. The desired outcome of the course is for each student to feel more familiar with and more confident in considering relationships, environment during their policy work.

Credit 1 unit.

S40 SWSP 5605 MSP Short Course: Practical Statistics and Causal Methods for Social Policy

Priority is given to MSP students. Space permitting, MSW and MPH students may enroll for elective credit. This course will give students a primer in contemporary quantitative methods used in social policy, social work, and public health. Effective policy practitioners must be able to read, critique, and summarize data-driven policy research.

They must also be able to locate quantitative research, identify high-quality studies, and draw their own conclusions. In addition, they must be able to quickly gather and analyze data to respond to specialized topics using various data sources. This course will serve as a refresher for students who may not have taken a recent statistics course, and it will also serve as a foundation for those moving into biostatistics and more advanced course work during their MSP studies and beyond. After a review of basic statistics (e.g., correlation coefficients), we will focus on locating and organizing data, linear regression analysis, and simple difference-in-difference analysis. Lectures will be supplemented with lab activities and hands-on exercises, a review of applications, and short homework sets.

Credit 2 units.

S40 SWSP 5606 MSP Short Course: Hands-on Meta-Analysis: From Beginning to Advanced

Priority is given to MSP students. Space permitting, MSW and MPH students may enroll for elective credit. Meta-analysis is a quantitative, formal, epidemiological study design used to systematically synthesize the results of previous scientific literature to derive conclusions about that body of research. Over the past two decades, meta-analysis has become increasingly popular in health and the social sciences, and it has been widely applied to social policy research in an effort to do the following: (1) pool quantitative estimates from individual studies to derive a new estimate for the intervention effect; (2) measure publication and other sources of bias in the literature; (3) explore moderators for intervention effectiveness; and (4) assess differential intervention effects across population subgroups. This course aims to deepen the understanding of the key concepts and techniques of meta-analysis through lectures, lab sessions, and assignments as well as to help students master practical skills in conducting meta-analysis through hands-on practices and programming exercises. A variety of meta-analysis topics, from introductory level to advanced, will be covered in this course, and the computer programming (using R language and corresponding packages) needed to implement each of those topics will be provided and discussed in detail.

Credit 2 units.

S40 SWSP 5607 MSP Short Course: Environmental Justice & Community Collaboration in Policy and Data

Priority is given to MSP students. Space permitting, MSW and MPH students may enroll for elective credit. On January 27, 2021, President Biden signed Executive Order (EO) 14008, "Tackling the Climate Crisis at Home and Abroad" which created a government wide "Justice40 Initiative" that aims to deliver 40 percent of the overall benefits of relevant federal investments to disadvantaged communities. One of the more discussed and complex challenges to implementing the Justice40 is using data and "screening tools" to identify exactly which communities should get Justice40 funding, and how to track impact and success of federal investments. This course introduces students to the Justice40 Policy as well as the government, philanthropic, and community-organization ecosystem that will be needed to successfully implement this policy. This course will survey existing environmental justice screening tools and assess the pros and cons of these tools, assess the role of community organizations and grassroots environmental justice leaders in the execution of the J40 policy, and to do a deep dive into the role of the Bezos Earth Fund (BEF) funded Environmental Justice Data Collaborative.

Credit 1 unit.

S40 SWSP 5608 MSP Short Course: A Practical Introduction to Artificial Intelligence Using Python

Priority is given to MSP students. Space permitting, MSW and MPH students may enroll for elective credit. The course contributes to the overarching goal of training next-generation policy analysts in modern data analytics. It aims to equip students with the core knowledge and

essential skills to apply deep learning models to address real-world problems. Through the course, students will familiarize themselves with computer programming in data science, learn state-of-the-art deep learning models, and apply them to social and behavioral questions. In addition, one essential field of deep learning applications is assisting decision- and policy-making through identifying patterns and trends, improving prediction precision, and automating evidence collection, synthetization, and dissemination. MSP students who master deep learning tools will be at the frontier to leverage the power of AI in policy analysis and practices. Data are now available to social scientists in a way and quantity that has never existed before, presenting unprecedented opportunities for advancing social research and practices through state-of-the-art data analytics. On the other hand, dealing with extensive, complex, unconventional "big data" (e.g., free text, image, video/audio recording) requires revolutionary analytic tools only made available during the past decade. Artificial intelligence (AI), characterized by machine and deep learning, has become increasingly recognized as an indispensable tool in modern social and behavioral sciences. For example, AI methodologies have been applied to enhance the effectiveness of diagnosis and prediction of disease conditions, advance understanding of human development and functioning, and improve the effectiveness of data management in various social and human services. As a subdomain of AI, deep learning is based on artificial neural networks in which multiple ("deep") layers of processing are used to extract higher-level features progressively from data. This layered representation enables modeling more complex, dynamic patterns than the traditional machine learning (which sometimes are called "shallow learning" as in contrast to deep learning), which finds its utility in analyzing the "big data"-data massive in scale and "messy" to work with (e.g., unstructured texts, images). Some computer coding/programming experience with Python and basic statistics knowledge are helpful but not necessary.

Credit 2 units.

S40 SWSP 5609 MSP Short Course: Introduction to Economics Evaluation

"Economic evaluation" refers to a broad set of tools and evaluation techniques that add a measure of cost (resource use) into a policy or program evaluation (a cost analysis). Frequently, costs are combined with a measure of outcome (cost-effectiveness analysis) or a dollar metric estimate of effects (benefit-cost analysis) to generate a "return on investment" figure that is familiar to businesspeople. Although these concepts may seem technical on the surface, the basic principles and conceptual framework can be applied by any policy analyst or MSP student. This course will orient students to the major concepts and prepare them for how they may integrate economic evaluation into practice and research

Credit 1 unit.

S40 SWSP 5610 Public Administration, Finance & Government Budgeting

This course advances student understanding and application of public administration and government budgeting as it relates to social policy, public health, social work and social welfare. The course will familiarize emerging social sector practitioners and leaders with working with and within government across the policy cycle. Students will gain a thorough and substantive introduction to the field of public administration and finance accompanied by both the theoretical and practical underpinnings of government budgeting at the local, state, and federal levels. Primary objectives and goals for student learning in this course are for students to do the following: (1) comprehend the theory and practices underlying the administration of government and public funds; (2) recognize key features of public budgets and the budget cycle; (3) apply critical practice concepts (e.g., public responses in external environments, public/private intersectionality); and (4) compare public administration practice and theory across cultural contexts and global political systems.

Credit 3 units.

S40 SWSP 5611 MSP Short Course: Public Infrastructure in China & the US: Serving Changing Populations

Examine infrastructure policies and their impact on quality of life. It will be a review of two world-class river infrastructure projects: The Clark Bridge over the Mississippi River at Alton, then a state-of-the-art bridge using materials unlike any other bridge previously constructed in the US, and the Three Gorges Dam on the Yangtze River in central China - the world's largest hydroelectric dam. The class will explore the problems that each piece of infrastructure was supposed to address, the motivation for constructing these world-class pieces, and the subsequent outcomes from each including trade-offs and unanticipated consequences.

Credit 1 unit.

S40 SWSP 5612 MSP Short Course: Policy Leadership, Management & Communication

Credit 3 units.

S40 SWSP 5613 MSP Short Course: Geospatial Data Analysis & Visualization for Social Policy

As a tool and technique for managing, analyzing, and visualizing geospatial data, Geographic Information System (GIS) has become powerful for social sciences applications, and social policy in particular. This course provides an introduction to GIS with a focus on how it may be applied to special needs in social policy, as distinct from other general fields including geology and geography. Over the course, students will learn how to generate, manage, analyze and visualize geospatial data with a social policy-related data example to guide a better social policy design and implementation.

Credit 1 unit.

S40 SWSP 5615 MSP Short Course: Policy Negotiation and Strategy

Successfully working in the political ecosystem requires skills beyond just understanding policy. In this course, you will learn the theories behind political negotiation and policy strategy and gain the skills to engage in both with supporters and opponents alike.

Credit 2 units.

S40 SWSP 5620 Advanced Policy Analysis: Policy Impact Assessment

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

Credit 3 units.

S40 SWSP 5635 Policy & Advocacy in the Three Branches of Government

This course focuses on the advocacy, development and implementation of policy knowledge and practice skills in all three branches of government, producing policy professionals who will be ready to create solid change. This is a hands-on course with direct applicability to policy practice. MSW Prerequisite: S15 5040. Grading for Law Students is modified pass/fail: HP (3.94), P, LP (2.98), F (2.50). Credit 3 units.

S40 SWSP 5640 Influencing Policy Implementation

This course furthers students' advanced knowledge of the literature, concepts, theories, methods of analysis, and politics of the policy process, specifically examining policy making and rationality, theories of the policy process, issue framing and agenda setting, and the political context for change. Students use historical evidence to develop and analyze discrimination and other social injustices to lead advocacy efforts toward the implementation of policy. MSW Prerequisite: S15 5040.

Credit 3 units.

S40 SWSP 5650 Benefit-Cost Analysis

This course prepares students to design, interpret, and conduct a fundamental type of economic evaluation for a variety of policy settings: the benefit-cost analysis (BCA). Students also compare BCA with other common techniques of economic evaluation, including cost-effectiveness, cost-utility analysis, and budget impact analysis. MSW Prerequisite: S15 5040. MSP Prerequisite: S50 5011.

Credit 3 units.

S40 SWSP 5742 Health Administration & 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 Policies, Services & Programs in 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 Womens 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 the considering the role that globalization, politics, and public opinion plays 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. Prerequisite: S15-5012 & S15-5040. Credit 3 units.

S40 SWSP 5862 International Social & Economic Development Policy

Focuses on selected topics in international development policy emphasizing implications of alternative policy approaches. Prerequisite: 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.

S40 SWSP 6101 Substance Use Policy

This course will provide an overview of drug policies in the United States ranging from the criminalization of drug use through sanctions and mandated services, the policies behind the drug treatment system in the United States, and evolving drug law reforms reflecting settings at the local, national and global levels. The course will cover the historical contexts of criminalization of drug use through the passing of laws that were unevenly enforced. Students will apply policy analysis skills to better understand the consequences of policy decisions surrounding drug treatment and enforcement of drug interdiction laws in the United States on health and social equity. Pre/co-req: S15-5012 Credit 3 units.

S48 SWSP (Social Policy)

Visit online course listings to view semester offerings for S48 SWSP.

S48 SWSP 5012 Behavioral Health Policies and Services

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 (Practice Methods)

Visit online course listings to view semester offerings for S50 SWSA.

S50 SWSA 5011 Economics of Social Welfare

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

Credit 3 units.

S50 SWSA 5019 Leading & Managing Employees, Volunteers & Teams

This course will examine paid and volunteer personnel at the micro level including concepts of motivation, engagement, morale, satisfaction and the impact of organizational level factors such as structure, culture and compensation strategy on performance. Students will develop knowledge of key legal issues, best practices and skills in each aspect of the human resource management cycle from job design to supervision and performance evaluation. Students will develop knowledge, self-knowledge and skills necessary to effectively lead and manage individuals, groups and teams, including skills in decision-making, conflict resolution and meeting management (formerly Managing People). Prerequisite: S15-5038. Credit 3 units.

S50 SWSA 5030 Financial Management

This course provides an understanding of accounting (non-profit and for-profit), financial reporting, budgeting processes and financial management. Students will learn to read and interpret financial reports, to prepare and manage line, functional and program budgets, and to conduct assessments of financial health. Students will learn best practices regarding financial controls, cash management, risk management, auditing, and the roles of key financial players. Students will become familiar with financial management tools (formerly Budgeting & Financial 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 three 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. Corequisites with S50-5069:Developing Programs in Health and Social Services or S50-5077:Human Services: Design & Evaluation for Impact 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 non-profit organization. Students will examine their own personal leadership style and strengthen their ability to lead. This course fulfills three credits in Leadership/Management. Prerequisite: S15-5038.

Credit 3 units.

S50 SWSA 5057 Leadership & Management of Human Service Organizations

This course has controlled registration for all students. Priority is given based on degree requirements. All students who wish to enroll in this course should add themselves to the waitlist. Building on the required theory and practice courses, this course will explore a series of functions and processes central to the management and leadership of human service organizations, especially nonprofits. Content will cover organizational strategy and strategic planning, organizational capacity and strategic management, change management, board governance and board-staff relations, policy practice and external relations, ethics, and key issues facing the sector. Prerequisite: S15 5038. Credit 3 units.

S50 SWSA 5060 Social Entrepreneurship

Social entrepreneurs use innovative, market-based tools and responses to solve social and environmental problems. This interdisciplinary class attracts students from all disciplines to develop an entrepreneurial mindset and skill set to apply to local and global issues. Through readings, lectures, local and international guest speakers, case studies,

classroom debates, and lean startup and business model canvas techniques, students will gain meaningful insight into how to create and capture social value. Students will develop the skills to develop and pitch a social venture that fits their passions and interests in the Olin Big Idea Bounce Pitch competition that brings students together across campuses to share their ideas and compete for prize money. In addition, students will explore the role entrepreneurship and social impact investing play in the social and economic development of healthy communities both nationally and internationally.

Credit 3 units. EN: S

S50 SWSA 5061 Business Planning for New Enterprises-The Hatchery

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, advisors 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. Recommended prerequisites: Introduction to Entrepreneurship (MGT 521), or Social Entrepreneurship (MGT 500T), or Entrepreneurial Engineering (EECE 480). Same as B63 MGT 524 Credit 3 units.

S50 SWSA 5063 Social Innovation

Social innovation focuses attention on the ideas and solutions that create social value - as well as the processes through which people generate and capture them. This year's theme is: Community Wealth Building: co-operatives, collective entrepreneurship, worker owned businesses and trusts. Community wealth building is a bottom-up approach to economic development based on greater democratic ownership, participation, and control that we can begin to develop and scale. The goal is to create a democratic economy and displace the extractive economy. We will review the latest literature and policy documents then meet with practitioners and communities driving this work forward across our St. Louis region. We will learn and apply innovation methods like design thinking, google sprints and asset mapping. Graduate students from across campus (MSW, MPH, MBA, MSP, and more) will work together as teams to develop a pitch or policy brief applying community wealth building and shared prosperity approaches to the Greater St. Louis area.

Credit 3 units.

S50 SWSA 5064 Gender, Physical Activity & Urban Development in Berlin, Germany

Berlin, the site of the first gender and sexualities studies institute and current center of debates about migration and the development of active healthy cities will be the setting of our seminar. We will explore of strategies for social work and public health workers to respond to changing understandings of gender and embodiment and their relation to moving through and in Berlin. We will prepare in St Louis for a series of visits in Berlin with professionals developing and delivering programs for transgendered youth and adults, sex workers, sexual health clinics, sports clubs working in the inner city, services to mothers and children, services for refugee and migrant women and programs for a variety of queer youth. We will meet with policy makers in this space to explore how German law makers and lobbyists approach some of the structural challenges and the funding mechanisms. In addition to larger agencies we will meet with startups and activist groups in this space. We will stay



in a social innovation hostel - Regenbogenfabrik - a formerly squatted community kindergarten, cinema, woodworking space and communal bicycle repair shop in the center of Kreuzberg. We will work together with staff from Camp Group charitable LLC who have created and lead projects like respect.org, boxgirls.org, girlsinthelead.org and camp-group.org.

Credit 3 units.

S50 SWSA 5069 Developing Programs In Health and Social Service Settings

Permission of instructor is required. This course will focus on the knowledge, skills and tools necessary to develop client-need driven programs within a broad array of health and social service agency settings. Includes applied learning experiences. Prerequisite: S15-5015 & S15-5038. Corequisite: Concentration Practicum. Corequisite with S50-5050 Evaluation of Programs & Services or S50-5077: Human Services: Design & Evaluation for Impact 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 5070 Revenue Development & Communication

This course will explore and develop skills in the full range of revenue development strategies, from fees-for-service models to those fully funded by government or philanthropy. Students will understand the strengths, weaknesses, and implications of varied revenue streams and how to assess the market feasibility of any particular revenue strategy. Students will develop skills in grant writing, individual solicitation, and the development of effective case statements and presentations. The course will also explore how the public relations, marketing, and branding functions support revenue development. Prerequisite: S15 5038.

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 5077 Human Services: Design & Evaluation for Impact

In this course, students will gain understanding, knowledge, and skills in ambidextrous modes of program design, implementation, and evaluation to lead and sustain high-performing human service organizations-be they nonprofit, for-profit, government, or hybrid organizations-dedicated to addressing some of the most challenging problems facing the world today. This requires applying a variety of processes, tools, and techniques such as a) Identifying underlying needs and conditions in the community through quantitative and qualitative data collection; b) designing an organization's mission, theory of change, and strategy in order to deliver social results; c) determining and implementing key core processes and performance management systems for learning and quality improvement at the micro, mezzo, and macro levels; and d) developing performance measurement systems for the evaluation of outcomes and practice effectiveness, impact reporting, and external accountability to diverse stakeholders. Pre-requisite: S20.5089, Human Service Organizations: Theory, Concepts, Issues. Co-requisite: Concentration practicum. Corequisites with S50-5069:Developing Programs in Health and

Social Services or 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 the instructors of both courses prior to enrollment.

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 (Master of Public Health)

Visit online course listings to view semester offerings for S55 MPH.

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. Corequisite: S55-5003.

Credit 3 units.

S55 MPH 5001 Health Behavior and Health Promotion

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

Same as S20 SWHS 3022

Credit 3 units.

S55 MPH 5002 Epidemiology

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

Credit 3 units.

S55 MPH 5003 Biostatistics

This course provides an introduction to quantitative data analysis as it is applied in public health. Biostatistics is one of the core disciplines of public health; but it also provides a set of analytic tools which are used across all the other core and associated public health disciplines.

This course will teach students how to think about data clearly; how to describe important characteristics of public health data; how to design, implement, and interpret basic statistical analyses which are appropriate for the research question and the characteristics of the data; and how to communicate analysis results effectively.

Credit 3 units.

S55 MPH 5004 Health Administration and Policy

This course provides an overview of the structure and functions of the U.S. Health Care System, the relationship between the health care delivery system and public health, and an overview of the health care policy process in the United States. The existing and evolving financing, organizational structures, and delivery systems are described along with alternatives that have been discussed and developed 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. Same as S40 SWSP 5742

Credit 3 units.

S55 MPH 5005 Environmental Health

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

Credit 3 units. EN: S

S55 MPH 5010 Cross-Cutting Themes in Public Health

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

Credit 1 unit.

S55 MPH 5011 Epidemiology Methods

This course extends the concepts and methods of epidemiology from S55-5002, providing an in-depth exploration of concepts and skills in epidemiologic research, including analytic reasoning and study design, execution, data analysis and interpretation. Prerequisite: 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.

Same as S81 SKILL 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.

Same as S81 SKILL 5042

Credit 1 unit.

S55 MPH 5050 TPS: Community Based System Dynamics

This course introduces students to community based system dynamics (CBSD) as an approach for engaging communities, organizations, and trans-disciplinary teams to understand and represent complex social, health, and policy problems through the diagramming conventions of system dynamics. The course introduces students to the background and theoretical foundations of community based system dynamics; qualitative causal mapping; the practice of group model building for working with organizations, communities, and teams through structured small group exercises or "scripts"; tools for designing, facilitating, and evaluating CBSD interventions; and techniques for managing group dynamics involving power, interpersonal conflicts, and working with marginalized stakeholders. Learning is structured around problem-based and experiential approaches, including simulated group model building exercises, facilitation practice, case study activities, and guest presentations by CBSD practitioners working in the field. Students will apply their knowledge and skills in a community-based group project to design a CBSD intervention with a community project sponsor. The course draws on methods being developed and used by the Brown School's Social System Design Lab and explores current CBSD applications in both domestic and international settings.

Prerequisites: MSW S15-5007; MPH S55 5000

Same as S65 SWCD 5050

Credit 3 units.

S55 MPH 5060 Social Entrepreneurship

Social entrepreneurs use innovative, market-based tools and responses to solve social and environmental problems. This interdisciplinary class attracts students from all disciplines to develop an entrepreneurial mindset and skill set to apply to local and global issues. Through readings, lectures, local and international guest speakers, case studies, classroom debates, and lean startup and business model canvas techniques, students will gain meaningful insight into how to create and capture social value. Students will develop the skills to develop and pitch a social venture that fits their passions and interests in the Olin Big Idea Bounce Pitch competition that brings students together across campuses to share their ideas and compete for prize money. In addition, students will explore the role entrepreneurship and social impact investing play in the social and economic development of healthy communities both nationally and internationally.

Same as S50 SWSA 5060

Credit 3 units. EN: S

S55 MPH 5063 Social Innovation

Social innovation focuses attention on the ideas and solutions that create social value - as well as the processes through which people generate and capture them. This year's theme is: Community Wealth Building: co-operatives, collective entrepreneurship, worker owned businesses and trusts. Community wealth building is a bottom-up approach to economic development based on greater democratic ownership, participation, and control that we can begin to develop and scale. The goal is to create a democratic economy and displace the extractive economy. We will review the latest literature and policy documents then meet with practitioners and communities driving this work forward across our St. Louis region. We will learn and apply innovation methods like design thinking, google sprints and asset



mapping. Graduate students from across campus (MSW, MPH, MBA, MSP, and more) will work together as teams to develop a pitch or policy brief applying community wealth building and shared prosperity approaches to the Greater St. Louis area.

Same as S50 SWSA 5063

Credit 3 units.

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 & 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 5108 Applied Qualitative and Participatory Methods

This course is designed to familiarize students with the perspectives, methods, and techniques of qualitative and participatory research. The course covers both the theoretical foundations of qualitative inquiry and a variety of methods of data collection. The class will use examples from and discuss how these methods are used in global research. Student fieldwork projects, which are carried out concurrently with classroom lectures and activities, are a central part of the course. Prospective students should note that this course requires significant time spent outside of class arranging interviews and then collecting, transcribing and summarizing data. This course enrollment is reserved for six PhD students, four MSW students, and four MPH students.

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 5123 The Role of Insurance in Public Health

The Public Health System focuses on the access and delivery for all Americans, with a special focus on the uninsured, those living in poverty and located in rural areas. Managed Care is playing an ever-increasing role in government sponsored healthcare including Medicaid, Medicare and Exchanges. Because populations historically taken care of by the public health system have a disproportionate burden of chronic disease and costly health conditions, managed care companies have taken innovative steps to control costs. Not only is it important for students to understand the basics of health insurance, but also the tools that payers use to manage and control costs including case management, utilization review, and formulary structure. Additionally understanding technology infrastructure, coordinated primary care delivery models and value-based contracting is essential to any leader in the public health space. Communicating these concepts to community partners, patients and the media is also a critical skill set.

Credit 3 units.

S55 MPH 5129 TPS: 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" was written in response to the social and political unrest

in the region after an unarmed black teenager was shot and killed, and it 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 determinants 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 TPS: 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 5133 Fundamentals of Mental Health for Public Health

This course will provide an overview of the diagnosis and treatment of mental illness and other behavioral disorders for students who intend to work in the field of public mental health in a nonclinical capacity. Discussions of diagnosis will outline the main clinical and public health features of each category of mental illness, including clinical presentation, the course and prognosis of illness, and basic epidemiology. Discussions of available treatments will provide theoretical and practical examples of common medical and individual/group psychosocial interventions. The last hour of each class will take the format of a class discussion focusing on a critical examination of historical and contemporary issues pertaining to public mental health.

Credit 3 units.

S55 MPH 5137 TPS: Protection of Women and Children in Humanitarian Response

It is currently estimated that one out of every 113 people is seeking asylum, internally displaced or a refugee; this is a level of global risk for which there is no known precedent. Conflict, climate change, drought and other natural disasters have resulted in the highest levels of displacement ever recorded, affecting more than 65.3 million people. Conflict and natural disasters destroy communities; wreak havoc on food, sanitation, security and supply chains; and propel survivors into fragile refugee camps and crowded urban areas. Increasingly, humanitarian responders are also asked to promote health systems development in fragile states and post-conflict scenarios. There is a critical need for technically competent public health professionals who understand the global dynamics of acute and complex emergencies, including the continuum from prevention and risk reduction to emergency response and the transition to development. This course explores operational ways of addressing protection concerns for women and children in natural disasters and war. It examines protection from both a reduction of physical risk and a promotion of developmental well-being perspectives. Students will develop a practical understanding of effective interventions for preventing and responding to specific protection concerns, including child-family

separations; child recruitment and use as armed combatants; sexual violence and abuse; and psychosocial well-being. Students will explore systemic approaches to promoting a "protective environment" for women and children in emergencies and post-conflict/reintegration transitions. Students will review strategies for incorporating critical elements of protection into broader humanitarian response operations; coordination among humanitarian agencies; evidence-based programming; community participation; and advocacy and policy change.

Credit 3 units.

S55 MPH 5138 Public Mental Health

This course will provide an overview of public mental health: the application of public health methods to the prevention and control of mental illness and substance use disorders and the promotion of mental well-being in populations. Although the course will focus primarily on the United States, public mental health will be also examined from a global perspective. Topics covered will include the distribution and determinants of mental and behavioral health problems, the prevention of mental and behavioral health problems and the promotion of mental well-being, and mental and behavioral health policy and services.

Credit 3 units.

S55 MPH 5139 Applied Machine Learning Using Health Data

This course teaches popular machine learning (ML) models using Python and their applications on health data. The topics include (1) Python programming basics (e.g., coding with Python, Python modules such as NumPy, Pandas, Matplotlib, and Scikit-learn); (2) Classification ML models; (3) Regression ML models; (4) ML model training and validation; (5) Support vector machines and decision trees; (6) Ensemble methods; (7) Dimensionality reduction; and (8) Unsupervised learning techniques. Students who complete this course will: (1) Understand the algorithms for ML models widely adopted in health sciences; (2) Proficiently apply ML models to analyze health data; and (3) Appraise the relative strengths and weaknesses of alternative ML models in the contexts of real-world problem-solving. Weekly assignment helps students deepen their understanding of critical concepts and sharpen their model building and problem-solving skills using health datasets. Students who complete this course will have a solid foundation to pursue more advanced artificial intelligence (AI) topics, including deep learning. A prerequisite for this course is an introductory course on statistics or biostatistics. No prior exposure to Python programming is needed.

Credit 3 units.

S55 MPH 5141 Skill Lab: Performance Management and CQI

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.

Same as S81 SKILL 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.

Same as S81 SKILL 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.

Same as S81 SKILL 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.

Same as S81 SKILL 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.

Same as S81 SKILL 5145

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.

Same as S81 SKILL 5147

Credit 1 unit.

S55 MPH 5150 Diverse Issues in Maternal Health & Reproduction

The impetus for the course will focus on critical aspects of maternal health and reproductive justice as an ongoing and ever evolving social movement that aligns with advocacy and activism. At this time, key components of the course will: Describe the foundation of preconception, perinatal, and postpartum health and detail health disparities across these areas in the U.S. (i.e., mortality & morbidity, infant health, midwifery care, doula practice, impact of birth environments-hospital, home, prisons, etc.) Chronicle historically significant events associated with maternal health and reproductive justice (i.e., the 19th century Women's Rights Convention, emergence of gynecological practices, the 1913 women's suffrage march, the 2017 women's march, the abortion law timeline and the Dobbs decision, etc.) Critique theoretical & guiding frameworks for positioning maternal health and reproductive justice advocacy, activism, education, research & practice (i.e., the reproductive justice framework, feminism, intersectionality, queer consciousness, womanism, Black feminism, etc.) Examine environmental justice as a proponent to sustained maternal health and reproductive justice. Discuss the global mobilization of women across the world-particularly underrepresented and marginalized populations that experience negative maternal health outcomes. Explore the role of male and paternal allies as advocates for reproductive justice and improved maternal health. Conceptualize the way forward through implications for improved social work and public health practice, policy, and research across these areas.

Same as S30 SWDP 5150

Credit 3 units.

S55 MPH 5177 Skill Lab: Strategic Planning and Execution

This course will help students gain knowledge and basic skills in strategic planning and execution. The course will include an examination of models of strategic planning; assessing strengths, weaknesses, opportunities and threats; developing a vision, goals, and strategies for mission achievement and then translates them into action plans, dashboards, staff and board responsibilities.

Same as S81 SKILL 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: S55-5003.

Credit 3 units.

S55 MPH 5231 Advanced Applied Linear Modeling

In this course, we will learn to apply Advanced Statistical Modeling techniques including Multiple and Logistic Regression, GLM, MANOVA, ANCOVA and other techniques to the field of Public Health broadly defined. Through readings, lectures, discussions, and hands on work, we will learn to use and critically think about techniques as well as be aware of limitations when dealing with real world problems. This class is directed towards epidemiology and biostatistics students in the MPH program who need to use statistical methods to answer substantive questions of interest. The course will focus on problem solving and decision-making skills to choose a statistical approach appropriate to the research question, understand the limitations of that approach given your data, interpreting your results correctly, and reaching sound conclusions about the substantive question at hand.

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

Credit 3 units.

S55 MPH 5245 Advanced Data Analysis

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

Credit 3 units.

S55 MPH 5254 Using Administrative Data for Health Services

Research

The objective of this advanced graduate course is to prepare students to understand and use large administrative healthcare databases to perform epidemiologic / health services research. Lectures will cover the translation of clinical care into healthcare utilization data, review various types of national and state administrative databases, describe methods for administrative database research, and emphasize key issues related to data security and confidentiality. We will consider the strengths and limitations of observational studies using large databases to augment evidence from randomized clinical trials. Students will get hands-on experience with administrative data via programming with R statistical software. Students will develop and present to the class a research proposal in their own area of interest using administrative data. Students will further gain experience with healthcare database research by reviewing journal articles weekly.

Same as M19 PHS 5254

Credit 3 units.

S55 MPH 5255 Systematic Review and Meta-analysis

A systematic review attempts to identify, appraise and synthesize all of the empirical evidence that meets prespecified eligibility criteria to answer a given research question. A meta-analysis refers to the statistical methods used for contrasting and combining results from different studies in the hope of identifying patterns, sources of disagreement, and/or other interesting relationships that may come to light in the context of multiple studies. There are three learning objectives for this course: (1) to deepen the student's understanding of the key concepts and essential methods of a systematic review and meta-analysis through lectures and reading assignments; (2) to help students master the basic skills needed to conduct a systematic review and meta-analysis through hands-on exercises and projects; and (3) to help students complete a publication-quality systematic review or meta-analysis of their own choice as the final project of this course.

Prerequisite for MPH students: S55-5240; permission from instructor for PhD students.

Credit 3 units.

S55 MPH 5260 TPS: Health & Place: Spatial Thinking & Applied Methods

Along with person and time, place is one of the three key characteristics via which public health researchers and practitioners describe health and disease patterns in populations. Health and social disparities can be the result of geographic location and/or of the social, cultural, economic, or political contexts of this location. In this course, students will learn to use and integrate spatial thinking as well as ecologic, quantitative, and social approaches to frame and tackle public health problems. Throughout the course, health geography and spatial epidemiology will be used as conceptual and methodologic frameworks for understanding health and place relations. In addition to covering the use of key spatial concepts, students will acquire basic hands-on experience with a range of applied analytic tools. Prerequisites: S55 5002 and S55 5003. Pre- or Corequisite: S55 5230. Prior experience with GIS preferred.

Credit 3 units.

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

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

Credit 3 units.

S55 MPH 5321 TPS: Global Nutrition and the Environment: Foods

Systems in a Changing World

This transdisciplinary problem-solving course explores the complexity and reciprocity of human nutrition and a changing environment. Globally, food systems contribute over 30% of greenhouse gas emissions, 70% of freshwater retrievals, and 40% of land use, yet enormous inequities persist in terms of access to high quality foods, malnutrition prevalence, and the impacts of climate change on food security. This course provides foundational knowledge in public health nutrition from cells to society and the skills necessary to critically analyze sustainability issues related to food systems. We then cover novel as well as evidence-based solutions to achieving sustainable, healthy, and equitable food systems. Learning labs (dietary assessment, anthropometric measures, etc.), field trips (WashU edible plant tour, community gardens, etc.) and guest lectures from leaders in the field are integral to course learning.

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

Same as I50 INTER D 4001

Credit 3 units.

S55 MPH 5323 TPS: Climate Change and Public Health

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

S55 MPH 5325 TPS: Child Maltreatment Prevention

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

Credit 3 units.



S55 MPH 5335 TPS: From the Inside-Out: Public Health & The Built Environment

The built environment has contributed to and advanced public health and safety since the era of 2200 BCE when Hammurabi, the founder of the Babylonian Empire, proclaimed the 'Code of Hammurabi.' This code called for construction of 'firm houses' that would not collapse on their owners and for the imposition of severe penalties on constructors whose buildings collapsed. The same basis of care and prudent practice is in force today in building design, construction, environmental engineering, and community and urban design in order to protect public health and safety and the natural environment. This Transdisciplinary Problem Solving course will discuss issues in the US 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 5337 TPS: Protection and Well-being of Displaced Children (Colombia)

Students must apply via sa.wustl.edu by October 18 and be selected for the course in order to participate. The course fee for the global courses is \$1000, which covers airfare, accommodations, in-country travel and some meals. Colombia's decades of conflict have led to one of the world's largest contexts of internal displacement in known history. UNHCR (2018) figures show that Colombia is currently home to 5,761,000 internally displaced persons (IDPs). The government and the Revolutionary Armed Forces of Colombia (FARC) signed a peace agreement in 2016; however, violence persists between remaining armed groups. Further, due to the humanitarian crisis in Venezuela, 1.2 million Venezuelan migrants and refugees have recently crossed the border into Colombia. Although the government of Colombia has extended extraordinary support to Venezuelans, conditions remain dire for many. This course is grounded in the Global Classroom concept of "distributed learning" that mobilizes the power of a diverse set of learners to collectively explore the multifaceted challenges associated with organized efforts to protect children and promote their well-being in humanitarian settings. It will emphasize global standards and best practices; the value of local, culturally grounded voices/experiences; collaborative workspaces and dialogues; and locally informed investigations and assignments. The course format will include classroom lectures, discussion seminars, site visits, and data collection in Colombia. The field-based portion will take place in June 2020 over approximately 10 days in collaboration with the School of Government at Universitas Los Andes. There will also be a two to three-day site visit outside of Bogota, likely to Cucuta, a refugee-receiving area.

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 5364 TPS: Gender, Physical Activity and Urban Development in Berlin, Germany

Berlin, the site of the first gender and sexualities studies institute and current center of debates about migration and the development of active healthy cities will be the setting of our seminar. We will explore of strategies for social work and public health workers to respond to changing understandings of gender and embodiment and their relation to moving through and in Berlin. We will prepare in St Louis for a series of visits in Berlin with professionals developing and delivering programs for transgendered youth and adults, sex workers, sexual health clinics, sports clubs working in the inner city, services to mothers and children, services for refugee and migrant women and programs for a variety of queer youth. We will meet with policy makers in this space to explore how German law makers and lobbyists approach some of the structural challenges and the funding mechanisms. In addition to larger agencies we will meet with startups and activist groups in this space. We will stay in a social innovation hostel - Regenbogenfabrik - a formerly squatted community kindergarten, cinema, woodworking space and communal bicycle repair shop in the center of Kreuzberg. We will work together with staff from Camp Group charitable LLC who have created and lead projects like respect.org, boxgirls.org, girlsinthelead.org and camp-group.org.

Same as S50 SWSA 5064

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 5382 TPS: System Dynamics Modeling for Strategic Design

This course has controlled registration for all students. Priority is given based on degree requirements. All students who wish to enroll in this course should add themselves to the waitlist. This class focuses on the application of model-based systems thinking and system dynamics simulation modeling for strategy development in social work, public health, and social policy for the design of programs, interventions, and organizations. The course supports students to apply mathematical simulation modeling as a pragmatic tool for the design of program and policy interventions as well as organizational strategies. The course covers the foundations of the systems thinking perspective; problem scoping and definition; model structure formulation, the role of mixed methods to build confidence in models, and model-based analysis to inform design options. Application areas include organization and community practice, with examples from domestic and international settings. The course draws on methods being developed and used by the Brown School's Social System Design Lab and explores current system dynamics applications in both domestic and international settings. Prerequisites: MSW S15-5007 & S15-5040; MPH S55 5000. Same as S65 SWCD 5660

Credit 3 units. EN: TU

S55 MPH 5383 TPS: Climate Crisis: Understanding Complexity and Advocacy for Global Health Professionals

The elective course aims to provide frameworks that encourage students to engage with global discussions regarding the climate crisis as Global Public Health and Social Work professionals. This course takes a psychosocial and critical approach to examine the complexities of the links between climate crises and global health. In a fast changing domestic/international policy landscape, the next generation of leaders will need to innovate by challenging systems and processes and work across disciplines and borders to propose action that has sustainable impact and that is inclusive of diverse voices, identities, and Knowledge Systems. The course will enable students to: Decipher complex multidisciplinary challenges around interactions between Global Health (GH) and the Climate Crisis (CC). Develop strategic planning around policies and programs that are built on ethical considerations (understanding power dynamics and fostering bottom-up accountability towards the most disadvantaged populations). Develop personal and inter-personal competencies that are required for fighting climate chaos in the long term. Find strength and humility by developing a strong sense of community with their peers and work towards decolonizing Global Health and Climate Policy.

Credit 3 units.



S55 MPH 5527 Development, Validation, and Application of Risk Prediction Models

This course will provide the knowledge and principles of predictive modeling, with applications to clinical and population health settings. Topics covered will include design, conduct, and application of risk predictions; statistical methods and analysis for model development and validation; evaluation of prediction models; emerging new methods; and risk stratification to identify a risk group, to assess eligibility to clinical trials and interventions, and to guide prevention priorities. The student will learn these topics through lecture, class discussions, data analysis lab, and homework.

Same as M19 PHS 527

Credit 3 units.

S55 MPH 5541 Methods, Metrics and Measures for Dissemination and Implementation Research

This course will address key methodological approaches in implementation science, focusing on methods with particular or distinctive relevance to implementation research. The course begins with an introduction to concepts of causality and tools for rendering causal relationships, and suggests that these tools are useful for scientific insights into context, adaptation, heterogeneity, external validity and other issues salient in implementation research. We will cover how to capture and represent strategies, the concept of implementation outcomes and how they can be measured. The course will cover methods relevant for approaches at the organizational, practice, or regional level, based on cluster-level considerations about sampling, measurement and analysis. Subsequently, we will apply a causal lens to examine some prominent issues in measurement - including concepts such as sustainability, context and other concepts. Finally, the course will close a look at present methods of appraising research and rating evidence, such as GRADE and problematize these methods for implementation research, and suggest future directions.

Same as M17 CLNV 541

Credit 3 units.

S55 MPH 5550 Randomized Clinical Trials

This course provides a comprehensive introduction to randomized controlled clinical trials. Topics include types of clinical trials research (efficacy and effectiveness trials), study design, treatment allocation, randomization and stratification, quality control, analysis, sample size requirements, patient consent, data safety and monitoring plans, reporting standards, and interpretation of results. Course activities: lectures, manuscript critiques, class project, paper. Course note: Students are strongly encouraged to have taken or be concurrently enrolled in M21-560. If you are not a student in the MPPHS program, please contact the program regarding registration.

Same as M19 PHS 550

Credit 3 units.

S55 MPH 5551 Systematic Reviews and Meta-Analysis

Introduction to the use of meta-analysis and related methods used to synthesize and evaluate epidemiological and clinical research in public health and clinical medicine. Concepts introduced and illustrated through case studies of public health and medical issues. Course activities: lectures, class discussion, group project, paper. Stata IC required. Course note: M21-570 required prerequisite. If you are not a student in the MPPHS program, please contact the program regarding registration.

Same as M19 PHS 551

Credit 3 units.

S55 MPH 5554 Developing and Evaluating Implementation Strategies in Health and Social Services

Internationally, there is a substantial gap between the establishment of effective interventions and their delivery in routine practice. Implementation research has emerged as a means of addressing that gap. It is defined as "the scientific study of methods to promote the systematic uptake of research findings and other evidence-based practices" to improve the quality of service delivery in routine care settings (Eccles & Mittman, 2006). It includes the study of influences on professional and organizational behavior that impact implementation effectiveness. This course focuses on developing and evaluating implementation strategies or the methods and techniques that are used to enhance the adoption, implementation, sustainment, and scaling up of effective interventions. It is intended for graduate students, postdoctoral students, staff, and faculty in public health, social work, medicine, and other areas of health science who are interested in developing and/or testing strategies to promote improved implementation of effective health and social service interventions. Credit 3 units.

S55 MPH 5601 Applied Deep Learning Using Health Data

Data are now available to social scientists in a way and quantity that has never existed before, presenting unprecedented opportunities for advancing social research and practices through state-of-the-art data analytics. On the other hand, dealing with extensive, complex, unconventional "big data" (e.g., free text, image, video/audio recording) requires revolutionary analytic tools only made available during the past decade. Artificial intelligence (AI), characterized by machine and deep learning, has become increasingly recognized as an indispensable tool in modern social and behavioral sciences. For example, AI methodologies have been applied to enhance the effectiveness of diagnosis and prediction of disease conditions, advance understanding of human development and functioning, and improve the effectiveness of data management in various social and human services. As a subdomain of AI, deep learning is based on artificial neural networks in which multiple ("deep") layers of processing are used to extract higher-level features progressively from data. This layered representation enables modeling more complex, dynamic patterns than the traditional machine learning (which sometimes are called "shallow learning" as in contrast to deep learning), which finds its utility in analyzing the "big data"-data massive in scale and "messy" to work with (e.g., unstructured texts, images, audios, and videos). This course contributes to the overarching goal of training next-generation researchers in modern data analytics. It aims to equip students with the core knowledge and essential skills to apply deep learning models to address real-world problems. Through the course, students will familiarize themselves with computer programming in data science, learn state-of-the-art deep learning models, and apply them to social and behavioral questions. In addition, one essential field of deep learning applications is assisting decision-making through identifying patterns and trends, improving prediction precision, and automating evidence collection, synthetization, and dissemination. Students who master deep learning tools will be at the frontier to leverage the power of AI in analytics and practices.

Credit 3 units.

S55 MPH 5602 Building Applications with Generative Artificial Intelligence

"Build Applications with Generative AI" is a dynamic, hands-on course designed for those eager to harness the power of generative artificial intelligence (Gen AI) to create innovative applications. Over 15 weeks, students will immerse themselves in the practical aspects of using Python, the leading programming language in AI development, to craft and deploy a variety of applications. From constructing intuitive data dashboards that visualize model findings to developing sophisticated chatbots and autonomous AI agents, this course covers the spectrum of Gen AI capabilities. Students will delve into advanced techniques

such as image segmentation, object detection, retrieval augmented generation (RAG), and the integration of vector databases for a deep analysis of both qualitative and quantitative data. Whether you're generating lifelike images, automating systematic reviews, or building AI tools to combat disinformation, this course offers the skills and insights to bring your ideas to life. By focusing on real-world applications, including deploying these innovations for global use, learners will not only gain a thorough understanding of Gen AI technologies but also acquire the expertise to pioneer new solutions in various domains. Get ready to transform the digital landscape by developing applications that bridge the gap between theoretical AI and practical, impactful solutions. Prerequisites for this course include proficiency in Python programming. While an understanding of machine learning and deep learning is helpful, it is not required for enrollment.

Credit 3 units.

S55 MPH 5610 Multilevel and Longitudinal Data Analyses for Clinical and Public Health Research

The course - multilevel and longitudinal data analyses for clinical research is designed for medical students, clinicians and health researchers. The course is an extension of the intermediate biostatistics (M19-512, instructor Yan Yan). The topics include basic statistical concepts and methods for various types of clinical data (continuous, categorical, count, and time-to-event outcome data) in multilevel and longitudinal settings. Through lectures, SAS labs, and homework assignments, students will understand the basic statistical concepts and methods for the four types of clinical outcome data in multilevel and longitudinal settings, will be able to address clinical research questions using these concepts and methods, will be able to perform basic data analyses on these types of data with SAS software, will be able to interpret the results in the context of clinical research.

Same as M19 PHS 610

Credit 3 units.

S55 MPH 5613 Skill Lab: Geospatial Data Analysis & Visualization for Social Policy

As a tool and technique for managing, analyzing, and visualizing geospatial data, Geographic Information System (GIS) has become powerful for social sciences applications, and social policy in particular. This course provides an introduction to GIS with a focus on how it may be applied to special needs in social policy, as distinct from other general fields including geology and geography. Over the course, students will learn how to generate, manage, analyze and visualize geospatial data with a social policy-related data example to guide a better social policy design and implementation.

Same as S40 SWSP 5613

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 5650 Benefit-Cost Analysis

This course prepares students to design, interpret, and conduct a fundamental type of economic evaluation for a variety of policy settings: the benefit-cost analysis (BCA). Students also compare BCA with other common techniques of economic evaluation, including cost-effectiveness, cost-utility analysis, and budget impact analysis. MSW Prerequisite: S15 5040. MSP Prerequisite: S50 5011.

Same as S40 SWSP 5650

Credit 3 units.

S55 MPH 5660 Systems Thinking in Health

The major challenges facing global and public health in the 21st century are truly daunting; they include global climate change, global pandemics along with the rise of vaccine denial, threats to food systems and physical activity, persistence of income disparities and health inequities; and healthcare systems that are fracturing as a result of multiple financial, legal, political, and governmental pressures. These 'wicked' problems resist easy solution, and they call for new ways of thinking, studying, evaluating, and implementing. Systems science is a relatively new interdisciplinary paradigm that suggests new ways of addressing these pressing public health challenges. The goal of the new Systems Thinking in Health class is to introduce systems thinking skills and knowledge to graduate students in public health and other closely related disciplinary programs. The course will be conceptual and historical in nature, showing how systems concepts can be an alternative (and sometimes more effective) approach for understanding public health, compared to more usual research, evaluation, and intervention traditions. The course weaves together three broad types of activities: 1) exploration of core systems science concepts such as complexity, holism, dynamics, feedback, nonlinearity, and heterogeneity; 2) understanding how various public health challenges can be viewed through a systems lens such as global pandemics, nutrition and obesity, violence, global warming and environmental change, and health equity; and 3) introducing based systems science research and evaluation methods, including systems mapping, system dynamics modeling, network analysis, and agent-based modeling. At the end of the class, students will be able to: Articulate how major public health problems are embedded in complex systems, in and of themselves Understand the basic concepts and principles of systems science Understand how systems concepts and methods have been historically used to address critical health problems (e.g., modeling for pandemic preparedness) Reframe a specific public health problem in systems terms to support subsequent research, evaluation, or program implementation

Credit 3 units.

S55 MPH 5701 Practicum I - 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 - MPH Program

Practicum II for MPH Students

Credit variable, maximum 3 units.

S55 MPH 5703 Practicum III - MPH Program

Credit variable, maximum 3 units.

S55 MPH 5711 Elective Practicum I - MPH Program

Students must consult with their Office of Field Education adviser prior to registering for this course.

Credit variable, maximum 3 units.



S55 MPH 5712 Elective Practicum II - MPH Program

Students must consult with their Office of Field Education adviser prior to registering for this course.

Credit variable, maximum 2 units.

S55 MPH 5713 Elective Practicum III - MPH Program

Students must consult with their Office of Field Education adviser prior to registering for this course.

Credit 1 unit.

S55 MPH 5800 MSW/MPH Dual-Concentration Practicum I

The MSW/MPH Dual-Concentration Practicum provides learning activities that meet the accreditation requirements of both MSW and MPH accrediting bodies. Students must select a practicum site that is affiliated for both programs. Students will complete a dual ELA to identify learning activities. A site visit and final evaluations will be used to assess student learning and provide a final grade. Prerequisite: completion of MSW Foundation Practicum.

Credit variable, maximum 3 units.

S55 MPH 5801 Independent Study

S55 MPH 5802 MSW/MPH Dual Concentration Practicum II

Prerequisite: MSW/MPH Dual Concentration Practicum I.

Credit variable, maximum 2 units.

S55 MPH 5803 MSW/MPH Dual Concentration Practicum III

Prerequisite: MSW/MPH Dual Concentration Practicum II.

Credit 1 unit.

S55 MPH 5811 TPS: Harm Reduction Community Practice

This course will focus on the systems, policies, and programs essential for implementing harm reduction in community settings. The course will explore the rationale for implementing harm reduction services, the role of community organizing to support harm reduction services, and essential public policy changes needed to save lives and foster client self-determination through harm reduction policies and practices. MSW Pre/co-requisites: S15-5012 & S15-5039. MPH Pre/co-requisites: S55-5001 & S55-5004 Priority enrollment given to MSW Mental Health students and MPH Mental and Behavioral Health students. Same as S30 SWDP 5811

Credit 3 units.

S55 MPH 5900 CPH Exam

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 5907 Capstone I

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

Credit 1 unit.

S55 MPH 5908 Capstone II

The purpose of Capstone II is for students to draft and finalize the capstone project proposed during Capstone I. Students will work independently and have regular progress meetings with the faculty instructor for their course section. Upon completion of their capstone projects, students will also perform a self-learning reflection by completing an MPH competency self-assessment. Prerequisite: S55 5907.

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 and peers to systematically analyze and discuss timely, real world public health challenges and solutions. Students enrolled in PHS II are required to attend the monthly Public Health Speaker Series lectures that will take place once in February, March and April from 12pm-1pm. The lectures will cover content that will inform class discussion and participation in the class session. Public Health Speaker Series dates will be published closer to the start of the semester.

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 5927 Public Health & Urban Design Seminar III

Semester 3. This seminar brings together students from the Master of Public Health Urban Design specialization at the Brown School and Master of Urban Design students from the Sam Fox School 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 they will provide the opportunity for students 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. Prerequisite: S55-5003, & S55-5000. This course is strongly recommended for students taking S55-5011.

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 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 5964 Skill Lab: Manuscript Development

This course will help students learn to write scholarly manuscripts for publication in peer-reviewed scientific journals. Students will learn and apply a prescriptive formula for writing each section of a manuscript and responding to reviewer critiques. The course is designed for those who are new to writing for publication as a lead author, and it emphasizes reporting findings from empirical studies. Students must enter the course with a manuscript project to work on. They will develop the manuscript through the course and submit it for peer review as the final course requirement.

Credit 1 unit.

S55 MPH 5965 Skill Lab: Qualitative Data Analysis

This weekend-intensive course focuses on analysis of qualitative data (e.g., interview transcripts) in public health and social work research. It will introduce the theory and methods of qualitative inquiry, highlighting the iterative nature of data analysis, coding, and writing. Students will learn the basics of NVivo using sample data for exercises and assignments and will leave prepared to analyze their own data.

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 concurrently with S55-5082/S65-5082.

Credit 1 unit.

S55 MPH 5969 Skill Lab: Practical Consideration in Developing Health Policy

This course will look at real world applications of public health principles as they apply to developing and proposing new health policy. The course will review basic public health principles as they apply to policy development and will provide students with an opportunity to work through the health policy development and proposal process.

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 5972 Skill Lab: Data Visualization

Students from public health, computer science and design will form interdisciplinary teams to learn how health data can be analyzed and used to build prototypes, embedding visualizations to display data in clear, compelling, and engaging ways. Students will develop and apply skills and learn and use software for data management and analysis as well as information design. They will learn to work in interdisciplinary teams and learn from instructors across disciplines. Students will also gain skills in presenting and critiquing designs.

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 5976 Skill Lab: Introduction to Python for Public Health Data Analysis

This course will introduce students to the fundamentals of the Python language, common Python modules for data manipulation and analysis, and Jupyter notebook environment. The course will begin with how to acquire data from publicly available sources and databases, cleansing and transformation of data, creation of descriptive statistics and graphics. The course will also introduce Python's natural language processing and machine learning modules for basic data classification and predictive modeling applications. Throughout the course, instruction and assignments will promote best practices for creating programs that can be shared and used for reproducible research.

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. Prerequisite: S55-5003, S55-5000, and S55-5960.

Credit 1 unit.

S55 MPH 5981 Basics of SQL: A First Course in Using Relational Databases to Analyze Publicly Available Data

This course will introduce students to the database language SQL using the open-source relational database management system MySQL. The course will begin with an introduction to databases and then cover the major features of a database. Students will learn to create tables and fields, define relationship between tables, and manipulate numbers, strings, and dates. Students will obtain solid knowledge of the language, how to retrieve and manage data efficiently. By the end of the class, students will be able to download a publicly available dataset, import it into MySQL, and query to filter/extract subsets of data.

Credit 1 unit.

S55 MPH 5982 Skill Lab: Systematic Reviews

A systematic review is a standardized framework used to synthesize and assess the quality of the literature on a specific research topic. For both social workers and public health professionals, systematic reviews can provide insight into which interventions, programs, and policies are the most effective for addressing diverse social welfare and health problems among our clients and the public. Systematic reviews also enable us to learn about gaps in knowledge and limitations in existing literature to guide future social work and public health practice, research, and policy. This course covers the entire range of conducting a systematic review, including framing a review question, implementing a search strategy, and synthesizing data extracted from eligible studies. Credit 1 unit.

S55 MPH 5986 Skill Lab: Data & Algorithmic Bias

In public health and other social sciences, research is conducted by scientists working in a biased system using data from human beings living in a biased society. As a result, how we measure, collect, manage, analyze, report, disseminate, and implement science all have the potential to reinforce or widen existing biases. This potential to worsen existing biases goes against the goals and aspirations of most social scientists who are often working to protect and improve lives. In this skill lab, students will be introduced to potential sources of data and algorithmic bias and some strategies for identifying, understanding, and avoiding data bias.

Credit 1 unit.

S55 MPH 5987 Skill Lab: Strategic Healthcare Leadership

The goal of this course is to explore the applications of key strategic leadership principles to healthcare organizations. The Strategic Healthcare Leadership course is designed for students who aspire to leadership roles in healthcare sector organizations. Throughout the course, students will increase both their strategic thinking and leadership capacities with readings, role plays, experiential exercises, as well as self-reflection to sharpen an understanding of the complexity of the healthcare industry and how that complexity impacts effective decision making. The readings are books, case studies, and articles from the general leadership literature, and from the organizational change management literature. The course will be enriched by guest executives who join the discussion and invite you into their world. In their words and from their perspectives, you will experience what it takes to define an organization's strategy from current and former healthcare executives. Finally, the course will provide an opportunity to reflect upon and apply principles learned throughout the course with a small group final project/paper that analyzes what they have learned about strategic leadership in the course.

Credit 1 unit.

S55 MPH 5988 Skills Lab: Using Publicly Available Global Health Data in Epidemiology and Biostatistics

This skill lab will provide practical variable operationalization, preliminary descriptive analysis, and analysis protocol writing skills that are relevant for students who are: (1) completing independent research projects (i.e., MPH capstone, research practicum, etc.), (2) seeking a data-driven global health career using complex and nationally representative household surveys, and (3) developing the skills to analyze the major causes of morbidity and mortality in low and middle income countries. Students will learn how to access publicly available global health datasets (i.e., Demographic and Health Surveys) commonly used by data scientists and epidemiologists to inform the policies, programs, and services of national health ministries and international health organizations. Students will then gain mastery of statistical and methodological considerations for handling complex survey data by understanding the principles of multistage sampling and probability. Students will increase confidence in developing pragmatic research questions that can be addressed using publicly available

global health datasets and exploring data and statistical issues that require reformulation of research questions: missingness, low cell sizes, skip logic patterns, non-response, etc. The course instructor will systematically guide students through important stages of research question formulation, data access, preliminary data analysis, and descriptive statistics. The final project will be a 5-page, double spaced, APA-style research analysis protocol consisting of research question and rationale (1 page), dataset description (0.5 page), descriptive statistics table (1 page), feasibility of addressing the research question (0.5 page), variable operationalization (1 page), and analytical plan for further descriptive or inferential statistics (1 page, completing the full analysis is not required). Overall, this course will equip students in independently answering a variety of research questions using publicly available global health datasets.

Credit 1 unit.

S55 MPH 6000 Foundations of Field Education MPH

This workshop is designed to provide students with the information needed for the practicum/internship search, interview, and selection process. Students will learn the steps for securing a practicum/internship. In addition, they will create a personal rubric for choosing a practicum site. Students will also have the opportunity to ask questions of members of the field education team. After the workshop, students will be required to follow up with a field advising appointment to discuss their practicum/internship search process. This is a required course for all students prior to entering practicum.

S55 MPH 6107 Skill Lab: Gun Violence Epidemiology & Policy in the United States

In this five-week skill lab, we will learn about the epidemiology of gun violence in the United States and review the scientific evidence of policies aimed at reducing gun deaths. We will address questions such as: What is the risk of death from a gun in the United States? How does this risk vary by age, gender, race, and ethnicity? And which policies are effective at mitigating these risks? The course will operate as an upper-level graduate seminar (i.e., it will be heavy on readings and required material) and class time will focus on discussion. Additionally, the ICD-10 classification system for firearm deaths will organize course content: accidents, events of undetermined intent, legal intervention (police shootings), intentional self-harm (suicide), and assault (homicide). Students will demonstrate their learning through an article critique at the end of the course.

Credit 1 unit.

S55 MPH 6108 Skill Lab: Political Strategy for Gun Policy in the United States

In this five-week skill lab, we will focus on political strategy as it relates to gun laws in the United States, paying special attention to state-level ballot initiatives. We will review the politics of guns in America, the importance of the Second Amendment and recent decisions by the U.S. Supreme Court, the influence of lobbying groups like the National Rifle Association, and political advocacy tactics at the state level. We will also examine case studies to understand these ideas in practice, including Maine's unsuccessful attempt in 2016 to pass a ballot initiative aimed at expanding firearm background checks. The course will operate as an upper-level graduate seminar (i.e., it will be heavy on readings and required material) and class time will focus on discussion. Students will demonstrate their learning by collaboratively designing a ballot initiative campaign to expand or restrict firearm access in a state of their choosing. Prior enrollment in the skill lab, Gun Violence Epidemiology and Policy in the United States, is strongly encouraged, but not required. Familiarity with the basic structure and operation of American government is mandatory.

Credit 1 unit.

S60 SWCD (Practice Methods)

Visit online course listings to view semester offerings for S60 SWCD.

S60 SWCD 5016 Community Development Practice: Basic Concepts & Methods

Community Development Practice studies the intersection of social work at mezzo, and macro-levels, by working with community residents and supportive stakeholders to develop and enhance community assets needed to make communities livable, equitable, and sustainable. Our goal is to recognize residents as leaders positioned to lead change, thrive, and actualize their vision for an equitable community with a focus on anti-racism and equity. The course utilizes applied learning techniques requiring students to engage with community stakeholders-residents, service providers, and developers to understand the skills and abilities needed for effective practice. The course validates a participatory process that elevates learning by listening to the community. While the course focuses on St. Louis, its principles apply to community development practice in rural and international settings. 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. However, 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 grantmaking process that will allocate 15K toward economic development projects in North St. Louis City. Lead by the Director of Community Relations from Equifax (David Stiffler) and the Associate



Dean of Social Work 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. Prerequisite S15-5039.

Credit 3 units.

S60 SWCD 5030 Financial Capabilities & Consumer Protections

This course will provide a skills-focused overview of financial capability and asset building policy and practice strategies, with a particular emphasis on consumer services and protections. Financial capability and asset-building practice include anti-poverty strategies, personal household finance, and financial access. Course content will cover how financial capability and asset building strategies are delivered in programs and services to families and communities. Case studies will be employed to help students understand the unique challenges that people of color and low-income families encounter on their journey to financial well-being, caused in part by credit discrimination and predatory lending.

Credit 3 units.

S60 SWCD 5043 Global Anti-Poverty Interventions

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

Credit 3 units.

S60 SWCD 5056 Development Practice in International Settings

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 or corequisite: 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.

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 St. 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 M.Arch. degree.

Same as A46 ARCH 564A

Credit 3 units. Arch: GAMUD, GAUI, UI Art: CPSC

S60 SWCD 5078 Developing Sustainable Urban Communities

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

Credit 3 units. Arch: GAMUD, GAUI Art: CPSC

S60 SWCD 5082 Mixed-Income Housing & Community

Management: Fundamentals of Property & Resident Services Operations

This course will introduce students to the fundamentals of directing the day-to-day operations of a mixed-income housing community, focusing on the professional roles that social workers play in this field as managers of properties and resident services. Students will be

introduced to the following property manager roles: (a) organizational design, staffing and resident relations; (b) managing maintenance; (c) marketing, leasing and fair housing; (d) accounting and budgeting; and (e) managing and integrating resident services with property management. The course will begin with an overview of mixed-income housing as a key strategy in United States housing policy and practice, impacting low-income families and neighborhood development. It will also identify career opportunities for MSWs in particular in the fields of mixed-income and affordable housing. Students will visit different housing developments in St. Louis to interview and learn from stakeholders involved with those developments. From this concentrated one-week course, students will leave with a basic understanding of proven strategies and techniques in managing service-enriched mixed-income housing. From this concentrated one-week course, students will leave with a basic understanding of proven strategies and techniques in managing service-enriched mixed-income housing.

Credit 3 units.

S60 SWCD 5083 Mixed-Income Housing: Evaluating & Maximizing Prop Perf & Srv 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 5086 Social and Economic Development: East St. Louis Seminar Part 2

This is the second semester of a two semester course. It is a continuation of S60-5076 Social and Economic Development: East Saint 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. 3 credits.

Credit 3 units.

S60 SWCD 5087 Poverty: The Impact of Institutionalized Racism

Institutionalized racism has disenfranchised minority groups and communities concentrated in high-poverty areas since the turn of century. This course will connect health and housing disparities, economic disadvantages, poor educational outcomes, and other areas of well-being as they relate to the constraints of poverty. Students will identify institutionalized racism and causes of poverty as they directly and indirectly uphold structural barriers for people in communities across the country. Students will work with cohort members, social service agencies, and community leaders over the course of one

week. Through this course, students will gain an understanding of how to advance economically sound community development and how to strategize in developing policies that can combat the effects of intentional urban blight and poverty. Students will be immersed in the community during the day, and they will have lectures and debriefing sessions in the evenings at the Hubbard House. Students will live in Hubbard House, which is owned and operated by the Diocese of Belleville and located in East St. Louis. (This is non-negotiable for students). Students will need to complete an essay and a basic application in order to be admitted into the course. A letter of reference or a reference list may be requested by the professor. The program is limited to 15 students. Interested students should contact the program coordinator, Jessica Lambrecht, at j.lambrecht@wustl.edu or 970-396-8457. Application deadline is May 29.

Credit 3 units.

S60 SWCD 5091 Race, Inequality & Social Justice in American K-12 Education

This course exposes students to racial injustices in the K to 12 education system in the US. In this course, students will learn how to use a critical racial lens to understand the educational experiences of children, youth, and families in the US. Students will learn to center critical research on racism that involves drawing on a social science lens to provide a theoretical, historical, and empirical overview when developing interventions, curriculum, and engaging in community organizing efforts. Students will also learn how to address the needs of marginalized and oppressed children, youth, and families in the K to 12 education system. This course is intended to prepare students to think critically about how racism impacts children, youth, and families when working with stakeholders who serve this population.

Credit 3 units.

S60 SWCD 5108 Applied Qualitative and Participatory Methods

This course is designed to familiarize students with the perspectives, methods, and techniques of qualitative and participatory research. The course covers both the theoretical foundations of qualitative inquiry and a variety of methods of data collection. The class will use examples from and discuss how these methods are used in global research. Student fieldwork projects, which are carried out concurrently with classroom lectures and activities, are a central part of the course. Prospective students should note that this course requires significant time spent outside of class arranging interviews and then collecting, transcribing and summarizing data. This course enrollment is reserved for six PhD students, four MSW students, and four MPH students.

Same as S55 MPH 5108

Credit 3 units.

S60 SWCD 5137 Protection of Women and Children in Humanitarian Response

It is currently estimated that one out of every 113 people is seeking asylum, internally displaced or a refugee; this is a level of global risk for which there is no known precedent. Conflict, climate change, drought and other natural disasters have resulted in the highest levels of displacement ever recorded, affecting more than 65.3 million people. Conflict and natural disasters destroy communities; wreak havoc on food, sanitation, security and supply chains; and propel survivors into fragile refugee camps and crowded urban areas. Increasingly, humanitarian responders are also asked to promote health systems development in fragile states and post-conflict scenarios. There is a critical need for technically competent public health professionals who understand the global dynamics of acute and complex emergencies, including the continuum from prevention and risk reduction to emergency response and the transition to development. This course explores operational ways of addressing protection concerns for women and children in natural disasters and war. It examines protection from both a reduction of physical risk and a promotion



of developmental well-being perspectives. Students will develop a practical understanding of effective interventions for preventing and responding to specific protection concerns, including child-family separations; child recruitment and use as armed combatants; sexual violence and abuse; and psychosocial well-being. Students will explore systemic approaches to promoting a "protective environment" for women and children in emergencies and post-conflict/reintegration transitions. Students will review strategies for incorporating critical elements of protection into broader humanitarian response operations; coordination among humanitarian agencies; evidence-based programming; community participation; and advocacy and policy change.

Same as S55 MPH 5137

Credit 3 units.

S60 SWCD 5138 Public Mental Health

This course will provide an overview of public mental health: the application of public health methods to the prevention and control of mental illness and substance use disorders and the promotion of mental well-being in populations. Although the course will focus primarily on the United States, public mental health will be also examined from a global perspective. Topics covered will include the distribution and determinants of mental and behavioral health problems, the prevention of mental and behavioral health problems and the promotion of mental well-being, and mental and behavioral health policy and services.

Same as S55 MPH 5138

Credit 3 units.

S60 SWCD 5337 Protection and Wellbeing of Displaced Children (Colombia)

Students must apply via sa.wustl.edu by October 18 and be selected for the course in order to participate. The course fee for the global courses is \$1000, which covers airfare, accommodations, in-country travel and some meals. Colombia's decades of conflict have led to one of the world's largest contexts of internal displacement in known history. UNHCR (2018) figures show that Colombia is currently home to 5,761,000 internally displaced persons (IDPs). The government and the Revolutionary Armed Forces of Colombia (FARC) signed a peace agreement in 2016; however, violence persists between remaining armed groups. Further, due to the humanitarian crisis in Venezuela, 1.2 million Venezuelan migrants and refugees have recently crossed the border into Colombia. Although the government of Colombia has extended extraordinary support to Venezuelans, conditions remain dire for many. This course is grounded in the Global Classroom concept of "distributed learning" that mobilizes the power of a diverse set of learners to collectively explore the multifaceted challenges associated with organized efforts to protect children and promote their well-being in humanitarian settings. It will emphasize global standards and best practices; the value of local, culturally grounded voices/experiences; collaborative workspaces and dialogues; and locally informed investigations and assignments. The course format will include classroom lectures, discussion seminars, site visits, and data collection in Colombia. The field-based portion will take place in June 2020 over approximately 10 days in collaboration with the School of Government at *Universitas Los Andes*. There will also be a two to three-day site visit outside of Bogota, likely to Cucuta, a refugee-receiving area.

Same as S55 MPH 5337

Credit 3 units.

S60 SWCD 5372 A sociopolitical study of LGBTQ+ experiences in the U.S. and Brazil

The purpose of this course is to allow students to examine structural stigma from the context of Brazil- with direct interaction with LGBTQ youth, adults, social service providers and policy advocates to help students understand the ways in which structural stigma influences individual behavioral health patterns which can be applied in the U.S. and in a global context. This course will travel to Brazil over spring break (March 10-16, 2024) and introduce students to understanding LGBTQ human rights and policy issues from an international perspective, with a strong focus on intersectional experiences of race, ethnicity, gender and sexuality. South America is undergoing a major cultural shift in the areas of gender related issues and sexual identity, moving from a conservative, male heterosexual dominated culture to a more open, liberal, and gender equal society. Several South American countries, such as Brazil, have been the unexpected global leaders in the advancement of the personal and political rights of their LGBTQ and ally citizens. Through exposure to other cultures and intensive discussion on LGBTQ international experiences displayed throughout this course, students will improve their awareness and understanding of the political, economic, social, and cultural contexts through an LGBTQ developmental experience lens, using Brazil as a point of study. Students must apply for the course at sa.wustl.edu. There is a \$1800 course fee for Brown School students. This will cover airfare, housing, in country transportation, breakfast, insurance. Students are responsible for all costs not covered by the course fee, including travel to the airport, additional meals, personal expenses, and visa or immunizations. Travel: March 10-16, 2024. There will be a few pre-departure sessions in early spring.

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 5400 Equitable Economic Development

How can we create a more just economy: one that offers equitable opportunities for economic mobility and wealth creation? Toward that goal, this course will support skill-building in the field of economic development practice. Students will be introduced to the a set of local economic development tools, including workforce development, support for co-ops and small businesses, and investment in the "green economy."

Credit 3 units.

S60 SWCD 5420 Interprofessional Practice in Hospice and Palliative Care

This course supports students in acquiring the foundational knowledge and skills necessary to collaborate with colleagues from diverse professional backgrounds to provide high-quality, person- and family-centered care to individuals and families living with or affected by serious illnesses. Preparation is provided for practice with patients and families across the life course in a broad range of settings including acute care hospitals, outpatient clinics, nursing homes and other long-term care facilities, inpatient hospice settings, and private residences. The course primarily focuses on care provided within the U.S. healthcare system. Students wishing to learn more about international hospice and palliative care are encouraged to do so by completing optional readings and/or by choosing related topics for assigned class papers or projects. This course emphasizes knowledge and skill development in three broad areas: (1) interprofessional collaboration, (2) communication, and (3) evidence-based, culturally-responsive biopsychosocial and spiritual care. Assessment of learning will be based on direct observation of practice skills in addition to evaluation of more traditional academic products such as papers and presentations. Students are strongly encouraged to review the course outline and thoughtfully consider their readiness to engage with the planned content. Those with recent or unaddressed experiences or trauma related to serious illness or injury, death and dying, or grief and loss may wish to postpone enrolling in the course. Students are encouraged to email the course instructor if they have specific questions or would like to discuss their potential participation in the course.

Credit 3 units.

participation, a mid-term evaluation, and project-based workproduct (eg, legal memos, country conditions research, qualitative analysis of open source and interview data, etc.). Prerequisites: International Human Rights or International Criminal Law strongly recommended, though not required. 3 credits.
Same as W74 LAW 713F
Credit 3 units.

S65 SWCD (Practice Methods)

Visit online course listings to view semester offerings for S65 SWCD.

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 community based system dynamics (CBSD) as an approach for engaging communities, organizations, and trans-disciplinary teams to understand and represent complex social, health, and policy problems through the diagramming conventions of system dynamics. The course introduces students to the background and theoretical foundations of community based system dynamics; qualitative causal mapping; the practice of group model building for working with organizations, communities, and teams through structured small group exercises or "scripts"; tools for designing, facilitating, and evaluating CBSD interventions; and techniques for managing group dynamics involving power, interpersonal conflicts, and working with marginalized stakeholders. Learning is structured around problem-based and experiential approaches, including simulated group model building exercises, facilitation practice, case study activities, and guest presentations by CBSD practitioners working in the field. Students will apply their knowledge and skills in a community-based group project to design a CBSD intervention with a community project sponsor. The course draws on methods being developed and used by the Brown School's Social System Design Lab and explores current CBSD applications in both domestic and international settings. Prerequisites: MSW S15-5007; MPH S55 5000
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 System Dynamics Modeling for Strategic Design

This course has controlled registration for all students. Priority is given based on degree requirements. All students who wish to enroll in this course should add themselves to the waitlist. This class focuses on the application of model-based systems thinking and system dynamics simulation modeling for strategy development in social work, public health, and social policy for the design of programs, interventions, and organizations. The course supports students to apply mathematical simulation modeling as a pragmatic tool for the design of program and policy interventions as well as organizational strategies. The course covers the foundations of the systems thinking perspective; problem scoping and definition; model structure formulation, the role of mixed methods to build confidence in models, and model-based analysis to inform design options. Application areas include organization and community practice, with examples from domestic and international settings. The course draws on methods being developed and used by the Brown School's Social System Design Lab and explores current system dynamics applications in both domestic and international settings. Prerequisites: MSW S15-5007 & S15-5040; MPH S55 5000. Credit 3 units. EN: TU

S70 SWPR (MSW Practicum)

Visit online course listings to view semester offerings for S70 SWPR.

S70 SWPR 5006 MSW Foundation Practicum I

Prerequisite: S15-5011 & S15-5038 Corequisite: Concurrent enrollment or completion of S15-5007, S15-5012, S15-5015, S15-5039, S15-5040, and S70-5102.
Credit variable, maximum 3 units.

S70 SWPR 5012 MSW Foundation Practicum II

Prerequisite: S70-5006
Credit variable, maximum 3 units.

S70 SWPR 5013 MSW Foundation Practicum III

Prerequisites: S70-5012
Credit variable, maximum 2 units.

S70 SWPR 5014 MSW Concentration Practicum I

Prerequisite: Foundation Practicum
Credit variable, maximum 5 units.

S70 SWPR 5018 MSW Concentration Practicum II

Prerequisite: S70-5014
Credit variable, maximum 4 units.

S70 SWPR 5022 MSW Concentration Practicum III

Prerequisite: S70-5018
Credit variable, maximum 3 units.

S70 SWPR 5032 MSW Concentration Practicum IV

Prerequisite: S70-5022
Credit variable, maximum 2 units.

S70 SWPR 5036 MSW Elective Concentration Practicum I

Prerequisite: Concentration Practicum
Credit variable, maximum 5 units.

S70 SWPR 5037 MSW Elective Concentration Practicum II

Credit variable, maximum 4 units.

S70 SWPR 5038 MSW Elective Concentration Practicum III

Credit variable, maximum 3 units.

S70 SWPR 5039 MSP Practicum I

The MSP practicum is an essential component of the social policy degree program. The practicum is designed to provide authentic practice situations in which theoretical knowledge and concepts from the classroom and literature can be applied to the concrete demands of the social policy setting. The learning that occurs in this context complements academic courses with the application of theories and concepts. The 3-credit-unit practicum is designed to allow students to gain practical experiences involving policy making. Students will experience the application of policy in the environment.

Credit variable, maximum 3 units.

S70 SWPR 5041 MSP Elective Practicum

Credit variable, maximum 3 units.

S70 SWPR 5042 MSW Concentration Practicum V

Prerequisite: S70-5032
Credit variable, maximum 1 units.

S70 SWPR 5046 Foundations of Field Education - MSP

This workshop is designed to provide students with the information needed for the practicum/internship search, interview, and selection process. Students will learn the steps for securing a practicum/internship. In addition, they will create a personal rubric for choosing a practicum site. Students will also have the opportunity to ask questions of members of the field education team. After the workshop, students will be required to follow up with a field advising appointment to discuss their practicum/internship search process. This is a required course for all students prior to entering practicum.

S70 SWPR 5102 MSW Integrative Foundation Field 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 coursework 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: MSW Foundation Practicum I

Credit 1 unit.

S70 SWPR 6000 Foundations of Field Education

Foundations of Field Education is a three-hour workshop designed to provide students with the information needed for the practicum/internship search, interview, and selection process. Students will learn the steps for securing a practicum/internship. In addition, they will create a personal rubric for choosing a practicum site. Students will also have the opportunity to ask questions of members of the field education team. After the workshop, students will be required to follow-up with a field advising appointment to discuss their practicum/internship search process. This is a required course for all students prior to entering practicum.

S81 SKILL (Skill Labs)

Visit online course listings to view semester offerings for S81 SWIP

S81 SKILL 5041 Skill Lab: Grant Writing: 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.

Credit 1 unit.

S81 SKILL 5042 Skill Lab: Grant Writing: 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.

Credit 1 unit.

S81 SKILL 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 SKILL 5049 Cognitive Processing Therapy

Cognitive Processing Therapy (CPT) is an evidence-based treatment for Posttraumatic 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 SKILL 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 S81-5048. By the end of this 2-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.

Credit 1 unit.

S81 SKILL 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.

Credit 2 units.

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

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

Credit 1 unit.

S81 SKILL 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 SKILL 5084 Exposure and Response Prevention Therapy

This skills lab will provide an understanding of when and how to use exposure and response prevention (ERP), an evidence-based exposure therapy that is useful for addressing anxiety and obsessive-compulsive disorder (OCD). The course will consider current research support for ERP. We will explore implementing ERP as in vivo exposure, imaginal exposure, and interoceptive exposure. Implementation with specific diagnoses such as OCD, social anxiety disorder, and generalized anxiety disorder will be considered.

Credit 1 unit.

S81 SKILL 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 SKILL 5086 ASIST: Applied Suicide Intervention Training

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

Credit 1 unit.

S81 SKILL 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 SKILL 5088 Assessment and Treatment of Eating Disorders

In this course, students will learn to accurately define of the spectrum of eating disorders through the most recent diagnostic categories, from Avoidant Restrictive Eating Disorder through Binge Eating Disorder. They will also be introduced to effective, evidence-based treatments -- specifically Cognitive Behavior Therapy, Dialectical Behavior Therapy, Family-Based Treatment, Interpersonal Psychotherapy, and Acceptance & Commitment Therapy -- and their specific application to eating disorders. Theory, research base, practical application and case studies will be discussed. Interactive case studies, treatment planning, role plays and demonstrations will be incorporated to ensure that the material can immediately be put in to use in practice settings.

Credit 1 unit.

S81 SKILL 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 SKILL 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.

Credit 1 unit.

S81 SKILL 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.

Credit 1 unit.

S81 SKILL 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.

Credit 1 unit.

S81 SKILL 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.

Credit 1 unit.

S81 SKILL 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.

Credit 1 unit.

S81 SKILL 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.

Credit 1 unit.

S81 SKILL 5151 MSW Research Seminar I

Prerequisite/Corequisite: Biostatistics.

Credit 1 unit.

S81 SKILL 5152 MSW Research Seminar II

Prerequisite: S81 5151 MSW Research Seminar I and Biostatistics.

Corequisite: Applied Linear Modeling.

Credit 2 units.

S81 SKILL 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 translates them into action plans, dashboards, staff and board responsibilities.

Credit 1 unit.

S81 SKILL 5188 Voting, Racism, and the Promise of Democracy:

What's Next?

One of the most critical ways that individuals can influence governmental decision making and social and racial justice is by participating in democracy via voting. Widely recognized as a fundamental civil right, the ability to vote is not available for millions of individuals in the United States. This course incorporates readings, guest lectures, and deliberate dialogue focused on the intersections of voting, voter suppression, voter intimidation, democracy, and racism. Credit 1 unit.

S81 SKILL 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 SKILL 5193 Skill Lab: Helping Low-Income Clients Navigate Household Finances

This course is an introduction to the field of financial capability and asset building practice. Financial capability is a micro-to-macro level process to help clients gain the knowledge to make optimal financial decisions and to access appropriate and beneficial financial services. Micro-level social workers integrate financial and economic principles and interventions into direct practice with low-income families, and macro-level social workers address the broader social and economic inequities and incorporate economic opportunities/innovations into policy proposals. Financial capability and asset building practice includes content about poverty, personal household finance, financial access, and related economic concepts. The course focuses on economic and financial concepts as related to individuals and families across the life cycle and communities, with special attention to oppressed populations and communities experiencing poverty and near-poverty. Interactive exercises focus on how to address financial matters with clients, and tools to increase client financial capability and build assets. Social innovations, policy research, and policy change efforts related to these areas are also examined.

Credit 1 unit.

S81 SKILL 5194 Expressive Therapies Continuum: Art in Therapy

The course will provide an overview of the Expressive Therapy Continuum and its relationship to clinical social work practice. We will also discuss basic beginning competencies in using the Expressive Therapies Continuum within an ethical framework of integrating certain art therapy techniques into clinical practice settings. Individual, group, and community practice often emphasizes the integration of expressive practices that go beyond verbalizing experiences. This course is designed to expand clinical social work practice competencies through introducing integrative expressive art approaches to engagement, assessment, intervention, and evaluation.

Credit 1 unit.

S81 SKILL 5501 System Dynamics Skill Lab I: Designing Responsive Community Based System Dynamics Approaches

This course focuses on assessment and adaptation of S65-5050/S55-5050: Community Based System Dynamics approaches for specific community and stakeholder contexts. The course will focus on skill building in identifying community priorities and concerns; translating narratives and research evidence into preliminary model structure; and on skills of designing community-specific and culturally relevant group model building workshops. This course applies a strength based, resource based view of individuals, organizations and communities through reflective work on individual practice and through design of approaches to engaging communities and organizations. The course draws on methods being developed and used by the Brown School's Social System Design Lab, and will be structured as a collaboration with a community partner of the SSDL. This course is intended for students who are currently enrolled in or have previously taken S65-5050/S55-5050: Community Based System Dynamics and wish to strengthen their skills using system dynamics for community development and practice. The course is structured as a group independent study and will be working with a community partner. Specific meeting times and frequency will be determined by the first week of the semester based on



student, instructor, and community partner availability. The deadline to drop this course will be the semester drop deadline, 2nd Thursday of the Fall Semester. Pre or Co-Requisite S65-5050/S55-5050 or by permission of instructor

Credit 1 unit.

S81 SKILL 5502 System Dynamics Skill Lab II: Simulation Model Translation & Adaptation

This course will help students learn how to identify relevant system dynamics model structures and adapt those models for use in new problem domains. The course will focus on skills in development of model structure from equations; identification of generic structures; model confidence building, sensitivity analysis and critique; parameter estimation & model calibration. The course draws on methods being developed and used by the Brown School's Social System Design Lab, and will be structured as a collaboration with a community partner of the SSDL. This course is designed for those currently enrolled in or have completed S65-5660/S55-5382: Designing Sustainable Policies and Programs: A System Dynamics Approach, and wish to strengthen their skills in model building and computer simulation. The course is structured as a group independent study. Specific meeting times and frequency will be determined by the first week of the semester based on student, instructor, and community partner availability. The deadline to drop this course will be the semester drop deadline, 2nd Thursday of the Fall Semester. Pre or Co-Requisite S65-5660/S55-5382

Credit 1 unit.

S81 SKILL 5503 System Dynamics Skill Lab III: Developing Interactive Model Interfaces

This course will help students learn and apply techniques for model analysis and translation of insights to new audiences. Specific attention will be on using model analysis to explore structural explanations for policy and program behavior, and on developing interactive model interfaces to communicate system insights. The course draws on methods being developed and used by the Brown School's Social System Design Lab, and will be structured as a collaboration with a community partner of the SSDL. This course is designed for those currently enrolled in or have completed S65-5660/S55-5382: Designing Sustainable Policies and Programs: A System Dynamics Approach, and wish to strengthen their skills in using system dynamics to identify and implement high leverage solutions. Students are encouraged to take this class in tandem with S81-5502. The course is structured as a group independent study and will be working with a community partner. Specific meeting times and frequency will be determined by the first week of the semester based on student, instructor, and community partner availability. The deadline to drop this course will be the semester drop deadline, 2nd Thursday of the Fall Semester. Pre or Co-Requisite S65-5660/S55-5382

Credit 1 unit.

S81 SKILL 5504 Introduction to System Dynamics for Advancing Equity

This course exposes students to a systems approach to understanding equity in health, education and general well-being in complex social systems spanning individuals and families to organizations, communities, and the global context. The course covers the foundations of system dynamics: endogenous or feedback perspective, accumulations, rates of changes, and the role of computer models to understand systems. The course introduces students to causal loop diagramming, stock and flow representations of systems, system dynamics modeling software tools, and the distributional and structural inequalities in social systems.

Credit 1 unit.

S81 SKILL 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. Prerequisite: S55-5003, & S55-5000. This course is strongly recommended for students taking S55-5011.

Same as S55 MPH 5960

Credit 1 unit.

S81 SKILL 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 SKILL 5962 Skill Lab: Statistical Analysis: R

This course will introduce students 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 SKILL 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 concurrently with S55-5082/S65-5082.

Same as S55 MPH 5966

Credit 1 unit.

S81 SKILL 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 SKILL 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.

S81 SKILL 6109 Telehealth: Integrating Social Work Practice & Technology

This course explores the use of technology to facilitate social work practice with individuals and families. By examining the pros and cons of telehealth, ethical and legal considerations, and best practice methods, students will be able to assess the feasibility of telehealth as a service delivery mechanism. Through structured role play and reflection, students will become familiar with techniques to enhance their practice effectiveness when utilizing telehealth with clients.

Credit 1 unit.

S90 SWDT (Brown PhD)

Visit online course listings to view semester offerings for S90 SWDT.

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 5050 Community Based System Dynamics

This course introduces students to community based system dynamics (CBSD) as an approach for engaging communities, organizations, and trans-disciplinary teams to understand and represent complex social, health, and policy problems through the diagramming conventions of system dynamics. The course introduces students to the background and theoretical foundations of community based system dynamics; qualitative causal mapping; the practice of group model building for working with organizations, communities, and teams through structured small group exercises or "scripts"; tools for designing, facilitating, and evaluating CBSD interventions; and techniques for managing group dynamics involving power, interpersonal conflicts, and working with marginalized stakeholders. Learning is structured around problem-based and experiential approaches, including simulated group model building exercises, facilitation practice, case study activities, and guest presentations by CBSD practitioners working in the field. Students will apply their knowledge and skills in a community-based group project to design a CBSD intervention with a community project sponsor. The course draws on methods being developed and used by the Brown School's Social System Design Lab and explores current CBSD applications in both domestic and international settings. Prerequisites: MSW S15-5007; MPH S55 5000

Same as S65 SWCD 5050

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 3 units.

S90 SWDT 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

Same as S55 MPH 5117

Credit 3 units.

S90 SWDT 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.

Same as S55 MPH 5121

Credit 3 units.

S90 SWDT 5139 Applied Machine Learning Using Health Data

This course teaches popular machine learning (ML) models using Python and their applications on health data. The topics include (1) Python programming basics (e.g., coding with Python, Python modules such as NumPy, Pandas, Matplotlib, and Scikit-learn); (2) Classification ML models; (3) Regression ML models; (4) ML model training and validation; (5) Support vector machines and decision



trees; (6) Ensemble methods; (7) Dimensionality reduction; and (8) Unsupervised learning techniques. Students who complete this course will: (1) Understand the algorithms for ML models widely adopted in health sciences; (2) Proficiently apply ML models to analyze health data; and (3) Appraise the relative strengths and weaknesses of alternative ML models in the contexts of real-world problem-solving. Weekly assignment helps students deepen their understanding of critical concepts and sharpen their model building and problem-solving skills using health datasets. Students who complete this course will have a solid foundation to pursue more advanced artificial intelligence (AI) topics, including deep learning. A prerequisite for this course is an introductory course on statistics or biostatistics. No prior exposure to Python programming is needed.

Same as S55 MPH 5139

Credit 3 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 5554 Developing & Evaluating Implementation

Strategies in Health & Social Services

Internationally, there is a substantial gap between the establishment of effective interventions and their delivery in routine practice. Implementation research has emerged as a means of addressing that gap. It is defined as "the scientific study of methods to promote the systematic uptake of research findings and other evidence-based practices" to improve the quality of service delivery in routine care settings (Eccles & Mittman, 2006). It includes the study of influences on professional and organizational behavior that impact implementation effectiveness. This course focuses on developing and evaluating implementation strategies or the methods and techniques that are used to enhance the adoption, implementation, sustainment, and scaling up of effective interventions. It is intended for graduate students, postdoctoral students, staff, and faculty in public health, social work, medicine, and other areas of health science who are interested in developing and/or testing strategies to promote improved implementation of effective health and social service interventions.

Same as S55 MPH 5554

Credit 3 units.

S90 SWDT 5563 Introduction to Dissemination & Implementation Science

This course will introduce students to modern concepts in design thinking and how they affect dissemination, implementation, and sustainability of health interventions in clinical and public health translational research practice. This course will provide students with methods in all stages of the design thinking process: 1) empathize; 2) define; 3) ideate; 4) prototype; and 5) test. The goal of this approach is to ensure that the products of research (interventions, materials, and findings) are developed in ways that match well with the needs, resources, workflows, and contextual characteristics of the target audience and setting to maximize impact and equity.

Same as M17 CLNV 5420

Credit 3 units.

S90 SWDT 5590 Dissemination & Implementation Science

This course provides an overview of 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 559

Credit 3 units.

S90 SWDT 5601 Applied Deep Learning Using Health Data

Data are now available to social scientists in a way and quantity that has never existed before, presenting unprecedented opportunities for advancing social research and practices through state-of-the-art data analytics. On the other hand, dealing with extensive, complex, unconventional "big data" (e.g., free text, image, video/audio recording) requires revolutionary analytic tools only made available during the past decade. Artificial intelligence (AI), characterized by machine and deep learning, has become increasingly recognized as an indispensable tool in modern social and behavioral sciences. For example, AI methodologies have been applied to enhance the effectiveness of diagnosis and prediction of disease conditions, advance understanding of human development and functioning, and improve the effectiveness of data management in various social and human services. As a subdomain of AI, deep learning is based on artificial neural networks in which multiple ("deep") layers of processing are used to extract higher-level features progressively from data. This layered representation enables modeling more complex, dynamic patterns than the traditional machine learning (which sometimes are called "shallow learning" as in contrast to deep learning), which finds its utility in analyzing the "big data"-data massive in scale and "messy" to work with (e.g., unstructured texts, images, audios, and videos). This course contributes to the overarching goal of training next-generation researchers in modern data analytics. It aims to equip students with the core knowledge and essential skills to apply deep learning models to address real-world problems. Through the course, students will familiarize themselves with computer programming in data science, learn state-of-the-art deep learning models, and apply them to social and behavioral questions. In addition, one essential field of deep learning applications is assisting decision-making through identifying patterns and trends, improving prediction precision, and automating evidence collection, synthetization, and dissemination. Students who master deep learning tools will be at the frontier to leverage the power of AI in analytics and practices.

Same as S55 MPH 5601

Credit 3 units.

S90 SWDT 5660 Systems Thinking in Health

The major challenges facing global and public health in the 21st century are truly daunting; they include global climate change, global pandemics along with the rise of vaccine denial, threats to food systems and physical activity, persistence of income disparities and health inequities; and healthcare systems that are fracturing as a result of multiple financial, legal, political, and governmental pressures. These 'wicked' problems resist easy solution, and they call for new ways of thinking, studying, evaluating, and implementing. Systems science is a relatively new interdisciplinary paradigm that suggests new ways of addressing these pressing public health challenges. The goal of the new Systems Thinking in Health class is to introduce systems thinking skills and knowledge to graduate students in public health and other closely related disciplinary programs. The course will be conceptual and historical in nature, showing how systems concepts can be an alternative (and sometimes more effective) approach for understanding public health, compared to more usual research, evaluation, and intervention traditions. The course weaves together three broad types of activities: 1) exploration of core systems science concepts such as complexity, holism, dynamics, feedback, nonlinearity, and

heterogeneity; 2) understanding how various public health challenges can be viewed through a systems lens such as global pandemics, nutrition and obesity, violence, global warming and environmental change, and health equity; and 3) introducing based systems science research and evaluation methods, including systems mapping, system dynamics modeling, network analysis, and agent-based modeling. At the end of the class, students will be able to: Articulate how major public health problems are embedded in complex systems; in and of themselves Understand the basic concepts and principles of systems science Understand how systems concepts and methods have been historically used to address critical health problems (e.g., modeling for pandemic preparedness) Reframe a specific public health problem in systems terms to support subsequent research, evaluation, or program implementation

Same as S55 MPH 5660

Credit 3 units.

S90 SWDT 5661 System Dynamics Simulation for Strategic Design

This course has controlled registration for all students. Priority is given based on degree requirements. All students who wish to enroll in this course should add themselves to the waitlist. This class focuses on the application of model-based systems thinking and system dynamics simulation modeling for strategy development in social work, public health, and social policy for the design of programs, interventions, and organizations. The course supports students to apply mathematical simulation modeling as a pragmatic tool for the design of program and policy interventions as well as organizational strategies. The course covers the foundations of the systems thinking perspective; problem scoping and definition; model structure formulation, the role of mixed methods to build confidence in models, and model-based analysis to inform design options. Application areas include organization and community practice, with examples from domestic and international settings. The course draws on methods being developed and used by the Brown School's Social System Design Lab and explores current system dynamics applications in both domestic and international settings. Prerequisites: MSW S15-5007 & S15-5040; MPH S55 5000.

Same as S65 SWCD 5660

Credit 3 units. EN: TU

S90 SWDT 5662 Mixed Methods Research: Foundations &

Applications

Mixed methods research is becoming critically important for the fields of social work, public health, medicine, and behavioral health. This diverse methodology focuses on pragmatically conceptualizing, collecting, analyzing, and mixing quantitative and qualitative data and approaches in a single or series of studies (Creswell & Clark, 2007). The fundamental strength of mixed methods designs is that using and mixing quantitative and qualitative approaches can produce a better and more comprehensive understanding of the area of study than using a single method. Mixed methodologies are also suitable for capturing the multi-faceted and dynamic complexities of social phenomena and have the potential to advance the generation of knowledge and actions to find practical and sustainable solutions to real-world problems. This doctoral-level course introduces students to the fundamental elements, characteristics, debates, approaches and designs of mixed method research and its applications to real-world problems. In this course students will develop and apply skills to critically appraise the quality and rigor of mixed methods studies and write a mixed method grant proposal.

Credit 3 units.

S90 SWDT 5663 Designing for Dissemination, Implementation & Sustainability: How to Maximize Impact & Equity

This course will introduce students to modern concepts in design thinking and how they affect dissemination, implementation, and sustainability of health interventions in clinical and public health translational research practice. This course will provide students with methods in all stages of the design thinking process: 1) empathize; 2) define; 3) ideate; 4) prototype; and 5) test. The goal of this approach is to ensure that the products of research (interventions, materials, and findings) are developed in ways that match well with the needs, resources, workflows, and contextual characteristics of the target audience and setting to maximize impact and equity. Credit 3 units.

S90 SWDT 5664 Introduction to Dissemination & Implementation Science

Upon successfully completing this class, scholars will be able to: Describe the need for dissemination and implementation research, compare theories and frameworks in the field, select the appropriate designs, strategies, outcomes, and measures for implementation studies. Scholars will also: Understand the importance and language of D&I basic science, explore the theories and frameworks that are commonly used in D&I research and practice, describe the importance of context at multiple levels in D&I science, distinguish between implementation strategies and outcomes from those in efficacy and effectiveness research, describe various study designs, methods, and measures that support D&I science, understand D&I methods and challenges across various settings and populations, recognize opportunities to apply D&I science to intervention development and evaluation, and understand how D&I science can further your research/practice plans and career.

Same as M17 CLNV 540

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

Section 00 is for SW PhD, Section 01 is for PHS PhD.
Credit 2 units.

S90 SWDT 6572 Practicum in Research II

Section 00 is for SW PhD, Section 01 is for PHS PhD.
Credit 2 units.



S90 SWDT 6583 Practicum in Research III

Section 00 is for SW PhD, Section 01 is for PHS PhD.
Credit 2 units.

S90 SWDT 6591 Practicum in Teaching I

Section 00 is for SW PhD, Section 01 is for PHS PhD.
Credit 1 unit.

S90 SWDT 6592 Practicum in Teaching II

Section 00 is for SW PhD, Section 01 is for PHS PhD.
Credit 1 unit.

S90 SWDT 6593 Practicum in Teaching III

Section 00 is for SW PhD, Section 01 is for PHS PhD.
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 I

Brown School doctoral students only.
Credit variable, maximum 1 units.

S90 SWDT 6816 Professional Development Seminar II

Brown School doctoral students only.
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 Interpretive Methodology in Social Research

This course provides a doctoral-level introduction to interpretive methodology in social research. The course will begin with an introduction to social research that recognizes multiple epistemological and ontological perspectives on social inquiry and scientific methods. We will then situate the interpretive paradigm with respect to this philosophical landscape and consider the aims of social work, public health, and social justice-oriented research. The course will highlight dominant interpretive methodologies used to conceptualize, design, and carry out research using qualitative data and attention

will also be given to mixed methods research design. Students will have opportunities to consider issues in the generation of interview-based and observation-based data, to learn how to use qualitative data analysis software, and to analyze qualitative data firsthand. Throughout the course students will be encouraged to seek out and critique interpretive-qualitative research in a substantive domain of their choice.

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 T32 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 factor 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 6915 Introduction to Agent-Based Modeling

This is an advanced (PhD-level) seminar providing an introduction to and hands-on experience with agent-based computational modeling (ABM), a prominent complex systems science methodology. The course will draw on examples of the application of ABM from public health and social policy. Topics will include the background and history of ABM, the multiple roles ABM can play as part of a broader research agenda, core concepts in the design and application of ABM, best practices for using ABM effectively, an introduction to software packages commonly used for ABM work, and the use of ABM as a tool to inform policy and intervention design.

Credit 3 units.

S90 SWDT 6960 Survival Analysis

Survival analysis is a collection of statistical methods used to address questions that have to do with whether and when an event of interest takes place. It is "the analysis of data that correspond to the time from a well-defined time origin until the occurrence of some particular event or end-point (Collett, 1994)." In this course, students will learn fundamental concepts and skills to conduct survival analysis, and know how to apply these techniques to social, behavioral, and health research. The topics covered by this course include types of censoring mechanisms, descriptive methods for survival data including the life table and Kaplan-Meier methods, the discrete-time models,

the Cox proportional hazards model, the parametric regression models, competing risks survival analysis, and multivariate analysis of autocorrelated time-to-event data. Students taking this course are assumed to have taken statistics courses on inferential statistics and regression analysis, and know how to run Stata or SAS software package to perform statistical analysis.

Credit 3 units.

S90 SWDT 6972 Area Statement & Qualifying Exam

Second-year doctoral students enroll in this course and successfully pass the area statement and qualifying exams before August 1 of their fourth year.

Credit 3 units.

S90 SWDT 8840 Doctoral Continuing Student Status

Used for Residency.

S90 SWDT 9000 Mentored Independent Teaching Experience

Eligible doctoral students teach independently with the guidance of faculty.

S90 SWDT 9001 Mentored Assistant Teaching Experience

Students assisting in the course instruction under the supervision of the course instructor.

Master of Social Work

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 that they will do and the communities with which they will work.

Students have remarkable flexibility to shape their MSW experience at the Brown School. Our curriculum is structured to ensure that students will be prepared to make a positive impact in their field of choice. To this end, students are able to do the following:

- Choose from several concentrations (p. 73) or declare their own individualized concentration. Within their concentration, students also have flexibility in choosing their specific courses.
- Add an optional specialization (p. 77) to increase their skills.
- Broaden their knowledge with a certificate (p. 79) or a joint or dual degree.

Students can also tailor their experiences beyond the classroom:

- Choose from more than 300 MSW practicum sites locally, nationally and internationally.
- Conduct research with our renowned faculty.
- Develop their skills internationally through a practicum or research assistantship.
- Join some of the Brown School's student groups that raise awareness and advocate for social change.

Website:

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



Degree Requirements

Master of Social Work

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

Our flexible curriculum includes outstanding research opportunities, real-world learning experiences through practica, and the opportunity to personalize their MSW. If students have earned a Bachelor of Social Work from a school accredited by the Council on Social Work Education, they may also be eligible for advanced standing 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.

Requirements	Units
Foundation	21 credits
Research Methods with Statistical Applications (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 credits
Foundation Practicum	3
Foundation Practicum Integrative Seminar	1
Concentration *	21 credits
Theory, Problems, and Issues	3
Social Policy	3
Practice Methods	9
Concentration Practicum	5 credits
Evaluation	3 credits
Leadership and Management	3 credits
Electives **	9 credits
Elective I	3
Elective II	3
Elective III	3

* Specific course options vary according to the concentration that a student pursues. Students have the opportunity to choose from a variety of courses offered within each category.

** Students use elective credits during years one and two to earn an optional specialization or to take other graduate course work. They can choose from a wealth of social work and public health electives, or they can 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 credits are subject to change.

MSW Concentrations

Students will orient their course of study around a concentration to deepen their knowledge in a particular area. Concentrations include the following:

- American Indian and Alaska Native (p. 73)
- Children, Youth and Families (p. 74)
- Health (p. 74)
- Mental Health (p. 75)
- Social & Economic Development — Domestic (p. 76)
- Social & Economic Development — International (p. 76)
- Social Impact Leadership (p. 77)

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 & 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 6000	Foundations of Field Education	0
SWPR 5102	MSW Integrative Foundation Field Seminar	1
SWPR 5006	MSW Foundation Practicum I	3
Concentration Courses		
Theory, Problems, and Issues (3 credits)		
SWHS 5751	Indigenous Knowledge, 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
One additional course based on selected track		3
Concentration Practicum (5 credits)		
SWPR 5014	MSW Concentration Practicum I	5
Leadership and Management (3 credits)		
SWHS 5017	Management & Leadership of Organizations (If in Management or Social Entrepreneurship specialization, take SWHS 5089.)	3
Evaluation (3 credits)		
SWSP 5842	Social Policy Analysis & Evaluation	
or SWSA 5050	Evaluation of Programs And Services	
Electives (9 credits)		
Total Units		
		60

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 & 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 6000	Foundations of Field Education	0
SWPR 5006	MSW Foundation Practicum I	3
SWPR 5102	MSW Integrative Foundation Field 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)		
Required:		
SWDP 7201	Social Work Practice Across Systems Serving Children, Youth and Families	

One of the following is required:	
SWDP 7326	Social Work Practice with Youth in Families
or SWDP 7325	Social Work Practice in Early & Middle Childhood
One of the following is required*:	
SWDP 7325	Social Work Practice in Early & Middle Childhood
or SWDP 7326	Social Work Practice with Youth in Families
or SWDP 5325	Child Maltreatment Prevention
or SWDP 7821	International Child Welfare
or SWDP 5147	Trauma Treatment with Children and Adolescents
or SWSA 5069	Developing Programs In Health and Social Service Settings
Concentration Practicum (5 credits)	
SWPR 5014	MSW Concentration Practicum I
Leadership and Management (3 credits)	
SWHS 5017	Management & Leadership of Organizations (If in Management or Social Entrepreneurship specialization, take SWHS 5089.)
Evaluation (3 credits)	
SWSP 5842	Social Policy Analysis & Evaluation
or SWSA 5050	Evaluation of Programs And Services
Electives (9 credits)	
Total Units	
	60

* SOC WK 6640 School Social Work Practice in Public Schools at UMSL is also an option for this requirement.

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 & 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 6000	Foundations of Field Education	0
SWPR 5006	MSW Foundation Practicum I	3
SWPR 5102	MSW Integrative Foundation Field 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)		
Required:		
SWDP 7201	Social Work Practice Across Systems Serving Children, Youth and Families	

Theory, Problems, and Issues (3 credits)		
SWHS 3022	Health Behavior and Health Promotion	3
Social Policy (3 credits)		
SWSP 5742	Health Administration & Policy	3
Practice Methods (9 credits)		
Required:		
SWDP 5453	Clinical Interventions in Health & Integrated Health	3
SWDP 5810	Principles and Practices of Differential Diagnosis	3
One of the following is required:		
SWDP 5503	Cognitive Behavior Therapy	3
or SWDP 5702	Applied Group Work Practice	
or SWDP 9453	Principles, Practices and Services in Substance Use Disorder Treatment	
or SWSA 5069	Developing Programs In Health and Social Service Settings	
Concentration Practicum (5 credits)		
SWPR 5014	MSW Concentration Practicum I	5
Leadership & Management (3 credits)		
SWHS 5017	Management & Leadership of Organizations (If in Management or Social Entrepreneurship specialization, take SWHS 5089.)	3
Evaluation (3 credits)		
SWSP 5842	Social Policy Analysis & Evaluation	
or SWSA 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 & 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 6000	Foundations of Field Education	0
SWPR 5006	MSW Foundation Practicum I	3
SWPR 5102	MSW Integrative Foundation Field Seminar	1
Concentration Courses		

Theory, Problems, and Issues (3 credits)		
SWHS 5081	Contemporary Theories and Issues in Behavioral Health (If Child Behavioral Health Track, take SWHS 1011)	3
Social Policy (3 credits)		
SWSP 5012	Behavioral Health Policies and Services (If Substance Use Disorder Treatment Track, take SWSP 6101)	3
Practice Methods (9 credits)		
Clinical Social Work Track		
Required:		
SWDP 5805	Principles of Clinical Interventions in Behavioral Health	
SWDP 9453	Principles, Practices and Services in Substance Use Disorder Treatment	
SWDP 5810	Principles and Practices of Differential Diagnosis	
Child Behavioral Health Track		
Required:		
SWDP 5810	Principles and Practices of Differential Diagnosis	
SWDP 7201	Social Work Practice Across Systems Serving Children, Youth and Families	
SWDP 7206	Contemporary Family Therapy	
Clinical Social Work in Substance Use Disorder Treatment Track		
SWDP 5810	Principles and Practices of Differential Diagnosis	
SWDP 9453	Principles, Practices and Services in Substance Use Disorder Treatment	
SWDP 5811	Harm Reduction Community Practice	
Concentration Practicum (5 credits)		
SWPR 5014	MSW Concentration Practicum I	5
Leadership and Management (3 credits)		
SWHS 5017	Management & Leadership of Organizations (If in Management or Social Entrepreneurship specialization, take SWHS 5089.)	3
Evaluation (3 credits)		
SWSP 5842	Social Policy Analysis & Evaluation	
or SWSA 5050	Evaluation of Programs And Services	
Electives (9 credits)		
Total Units	60	

Social and Economic Development — Domestic

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 & 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 6000	Foundations of Field Education	0
SWPR 5006	MSW Foundation Practicum I	3
SWPR 5102	MSW Integrative Foundation Field Seminar	1
Concentration Courses		
Theory, Problems, and Issues (3 credits)		
SWHS 5013	Poverty & Inequality in America	3
or SWHS 5040	Theories of Racial, Social & Economic Justice	
Social Policy (3 credits)		
SWSP 5861	Domestic Social & Economic Development	3
Practice Methods (9 credits)		
Three of the following are required:		
SWCD 5018	State Level Lobbying	
SWCD 5027	Fundamentals of Community Organizing	
SWCD 5050	Community Based System Dynamics	
SWCD 5076	Social and Economic Development/ Redevelopment Part 1	
SWCD 5086	Social and Economic Development: East St. Louis Seminar Part 2	
SWCD 5087	Poverty: The Impact of Institutionalized Racism	
SWCD 5091	Race, Inequality & Social Justice in American K-12 Education	
SWCD 5400	Equitable Economic Development	
Note: SWCD 5076, SWCD 5086, and SWCD 5087 may NOT all be taken as practice methods. If all three courses are taken, one will count as an elective.		
Concentration Practicum (5 credits)		
SWPR 5014	MSW Concentration Practicum I	5
Leadership and Management (3 credits)		

SWHS 5017	Management & Leadership of Organizations (If in Management or Social Entrepreneurship specialization, take SWHS 5089.)	3
Evaluation (3 credits)		
SWSP 5842	Social Policy Analysis & Evaluation	
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 & 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 6000	Foundations of Field Education	0
SWPR 5006	MSW Foundation Practicum I	3
SWPR 5102	MSW Integrative Foundation Field Seminar	1
Concentration Courses		
Theory, Problems, and Issues (3 credits)		
SWHS 5030	International Social & Economic Development Theory	3
Social Policy (3 credits)		
SWSP 5862	International Social & Economic Development Policy	3
Practice Methods (9 credits)		
Two of the following are required:		
SWDP 6215	Global Mental Health	
SWDP 7821	International Child Welfare	
SWDP 4100	Social Work Practice with Refugees and Immigrants	
SWSP 5863	Special Topics: Human Rights Policy	
SWSA 5069	Developing Programs In Health and Social Service Settings	
SWCD 5043	Global Anti-Poverty Interventions	
Concentration Practicum (5 credits)		



SWPR 5014	MSW Concentration Practicum I	5
Leadership and Management (3 credits)		
SWHS 5017	Management & Leadership of Organizations (If in Management or Social Entrepreneurship specialization, take SWHS 5089.)	3
Evaluation (3 credits)	3	
SWSP 5842	Social Policy Analysis & Evaluation	
or SWSA 5050	Evaluation of Programs And Services	
Electives (9 credits)	9	
Total Units	60	

Social Impact Leadership

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 & 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 6000	Foundations of Field Education	0
SWPR 5006	MSW Foundation Practicum I	3
SWPR 5102	MSW Integrative Foundation Field Seminar	1
Concentration Courses		
Theory, Problems, and Issues (3 credits)		
SWHS 5089	Human Service Organizations: Theory, Concepts, Issues	3
Social Policy (3 credits)	3	
One of the following is required:		
SWSP 5742	Health Administration & Policy	
or SWSP 5749	American Indian Social Welfare Policies and Administrative Practices	
or SWSP 5771	Policy & Services for Children & Youth	
or SWSP 5861	Domestic Social & Economic Development	
or SWSP 5862	International Social & Economic Development Policy	
or SWSP 6101	Substance Use Policy	
or SWSP 5012	Behavioral Health Policies and Services	
Practice Methods (9 credits)	9	
Leadership and Management Track		
SWSA 5019	Leading & Managing Employees, Volunteers & Teams	

SWSA 5057	Leadership & Management of Human Service Organizations	
SWSA 5030	Financial Management	
Innovation and Entrepreneurship Track		
SWSA 5060	Social Entrepreneurship	
SWSA 5019	Leading & Managing Employees, Volunteers & Teams	
SWSA 5030	Financial Management	
Concentration Practicum (5 credits)		
SWPR 5014	MSW Concentration Practicum I	5
Leadership and Management (3 credits)		
SWSA 5070	Revenue Development & Communication	3
Evaluation (3 credits)		
SWSA 5077	Human Services: Design & Evaluation for Impact (Human Services: Design & Evaluation for Impact)	3
Electives (9 credits)	9	
Total Units	60	

MSW Specializations

With the use of 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 the following:

- Management (p. 77)
- Older Adults and Aging Societies (p. 78)
- Policy (p. 78)
- Research (p. 78)
- Social Entrepreneurship (p. 78)
- System Dynamics (p. 78)
- Sexual Health and Education (p. 78)
- Violence & Injury Prevention (p. 79)

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

Management

Code	Title	Units
Students take SWHS 5089 as their concentration Leadership and Management requirement.		
Students may choose to take SWSA 5077 as their concentration Evaluation requirement.		
SWSA 5019	Leading & Managing Employees, Volunteers & Teams	3

SWSA 5030	Financial Management	3
SWSA 5057	Leadership & Management of Human Service Organizations	3
Total Units		9

Older Adults and Aging Societies

Code	Title	Units
SWHS 2010	Contemporary Perspectives on Aging	3
SWSP 5780	Social Policies, Services & Programs in Aging	3
One of the following is required:		
SWDP 5805	Principles of Clinical Interventions in Behavioral Health	3
or SWDP 5810	Principles and Practices of Differential Diagnosis	
or SWDP 9453	Principles, Practices and Services in Substance Use Disorder Treatment	
or SWDP 5811	Harm Reduction Community Practice	
or SWDP 7206	Contemporary Family Therapy	
or SWDP 5453	Clinical Interventions in Health & Integrated Health	
or SWDP 5503	Cognitive Behavior Therapy	
or SWDP 5702	Applied Group Work Practice	
or SWSA 5069	Developing Programs In Health and Social Service Settings	
or SWDP 5152	Sex, Society, and Social Work: Issues and Interventions	
or SWDP 5153	Sexual Health Across the Life Course	
or SWDP 5154	Designing Sexual Health Education	
or SWDP 5155	Designing Sexual Health Education Curriculum	
or SWDP 5156	Media Methods for Disseminating Sexual Health Education	
or SWDP 5311	Addressing & Preventing Intimate Partner Violence in Practice	
or SWDP 7201	Social Work Practice Across Systems Serving Children, Youth and Families	
or SWDP 5122	Intervention Approaches to address Gender-Based Violence	
Total Units		9

Policy

Code	Title	Units
Students take SWSP 5842 as their concentration Evaluation requirement.		
SWSP 5830	Policy Design Lab	3
SWCD 5018	State Level Lobbying	3
One additional Policy course		
Total Units		9

Research

Code	Title	Units
MPH 5003	Biostatistics	3
MPH 5230	Applied Linear Modeling	3
SKILL 5151	MSW Research Seminar I	1
SKILL 5152	MSW Research Seminar II	2
Total Units		9

Social Entrepreneurship

Code	Title	Units
Students take SWHS 5089 as their concentration	Leadership and Management requirement.	
Students may choose to take SWSA 5077 as their concentration	Evaluation requirement.	
One of the following is required:		
SWSA 5030	Financial Management	3
SWSA 5060	Social Entrepreneurship	3
One of the following is required:		
SWSA 5061	Business Planning for New Enterprises-The Hatchery	
or SWSA 5063	Social Innovation	
Total Units		9

System Dynamics

Code	Title	Units
SWCD 5660	System Dynamics Modeling for Strategic Design	3
SWCD 5050	Community Based System Dynamics	3
SKILL 5501	System Dynamics Skill Lab I: Designing Responsive Community Based System Dynamics Approaches	1
or SKILL 5504	Introduction to System Dynamics for Advancing Equity	
SKILL 5502	System Dynamics Skill Lab II: Simulation Model Translation & Adaptation	1
SKILL 5503	System Dynamics Skill Lab III: Developing Interactive Model Interfaces	1
Total Units		9

Sexual Health and Education

Code	Title	Units
SWDP 5152	Sex, Society, and Social Work: Issues and Interventions	3
Two of the following are required:		
SWDP 5153	Sexual Health Across the Life Course	
or SWDP 5154	Designing Sexual Health Education	
or SWDP 5155	Designing Sexual Health Education Curriculum	



or SWDP 5156	Media Methods for Disseminating Sexual Health Education	
or SWSP 5784	Regulating Sex: Social Work Perspectives	
Total Units		9

Violence & Injury Prevention

Code	Title	Units
SWHS 1025	Theoretical Approaches to Interpersonal Violence Across the Life Course	3
Two of the following are required:		6
SWDP 5122	Intervention Approaches to address Gender-Based Violence	-
SWDP 5311	Addressing & Preventing Intimate Partner Violence in Practice	-
SWDP 5325	Child Maltreatment Prevention	-
SWDP 5147	Trauma Treatment with Children and Adolescents	-
SWCD 5337	Protection and Wellbeing of Displaced Children (Colombia)	-
SWDP 5157	Sex Trafficking	-
SWDP 5180	Criminal Justice Involved Adults: Practice & Policy Interventions (Criminal Justice Involved Adults)	-
Total Units		9

MSW Certificates

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 Specialization (p. 79).

MSW Advanced Standing

If students have earned a BSW, they may be awarded up to 19 credits for their BSW course work.

Eligibility

The following requirements apply:

- The student earned a BSW from a Council on Social Work Education-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 credits)

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 & Groups	3
SWCR 5039	Social Work Practice with Organizations and Communities	3
SWPR 5006	MSW Foundation Practicum I	3
SWPR 5102	MSW Integrative Foundation Field Seminar	1
Total Units		19

Advanced Standing MSW Curriculum

MSW students who are awarded advanced standing complete at least 39 credits of course work at the Brown School, depending on the number of advanced standing credits awarded. The curriculum includes a required 4-credit Bridge Course that occurs in the month of August prior to the fall semester.

The curriculum listed below is based on a student receiving 19 advanced standing credits 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	Units
Bridge to Brown - August prior to fall start	4 credits
Concentration*	21 credits
Theory, Problems, and Issues	3
Social Policy	3
Practice Methods	9
Evaluation	3
Leadership and Management	3
Concentration Practicum	5 credits
Electives**	9 credits
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.

Note: The MSW Advanced Standing curriculum and required credits are subject to change.

MSW Dual 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. 80)
- Master of Social Policy (MSP) (p. 87)
- Master of Architecture (MArch) or Master of Urban Design (MUD) (p. 80)
- Master of Arts in Education (MAEd) (p. 80)
- Master of Business Administration (MBA) (p. 81)
- Law (JD) (p. 81)

We also offer two additional joint degrees in partnership with Eden Theological Seminary:

- Master of Divinity (MDiv) (p. 81)
- Master of Arts in Professional Studies (MAPS) (p. 81)

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 or MSW/MSP dual degree must apply to the Brown School's social work and public health or social work and social policy programs separately.

For more information about any of these programs, contact Brown School Admissions.

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 units, typically taken over the course of 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-MPH-Dual-Degree/Pages/default.aspx>

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

Students from these joint degree programs earn a Master of Social Work (MSW) degree from the Brown School and a Master of Architecture (MArch) or a Master of Urban Design (MUD) degree from the Sam Fox School of Design & Visual Arts.

Students entering the MArch program who have also been admitted to the MSW program will require three and a half to four and a half 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 MUD 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 and Brown School websites.

MSW/Master of Arts in Education (MAEd)

Students admitted to 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 Arts & Sciences. The program of study requires 84 to 96 credit units, depending on the chosen track, and these are typically completed over the course of three years.

The MSW/MAEd program prepares graduates for careers in education, whether acting as master teachers in the classroom or working at the systems level in school districts. The social work training addresses the psychosocial issues facing children and youth as well as the systems that affect children's readiness to learn.

The joint degree program offers three options for earning a master's degree in education:



• Elementary Teacher Certification (48 credit units)

The teacher certification track, which culminates in Missouri certification for teaching in grades 1 through 6, focuses on classroom-level/teaching excellence through course work in general education pedagogy and professional elementary education.

• Educational Studies (36 credit units)

The educational studies track provides the larger historical, social, and political context for K-12 education to prepare students for positions in policy, advocacy, teaching, advising, and research at the classroom, school, district, state, and federal levels.

• Higher Education (36 credit units)

Finally, the higher education track is designed to provide an overview of historical and contemporary issues in higher education for social work students who wish to gain a greater understanding of higher education research, policy, assessment, and/or administrative practices.

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. Please visit the Brown School website to learn more about the MSW/MAEd 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 the John M. Olin School of Business. The program of study requires 100 credit units taken over the course of three years: 48 units are taken at Brown, and 52 units are taken 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 who will return to middle- or senior-level management positions in nonprofit, government or for-profit organizations as well as students who are interested in such areas as performance management, quality improvement, nonprofit consulting, capacity building, fundraising, organizational development, corporate social responsibility, social entrepreneurship and private practice.

The experience at Olin School of Business starts off with a required six-week summer global immersion program in Washington, D.C., Barcelona and Shanghai. Students are "on the road," gaining a better understanding of the context in which businesses operate and how businesses adapt to these differences. By the end of this summer semester, students will have completed 16 credit units of the 52 units required from Olin for the MBA. In addition to this unique experience, students are able to build their MBA curriculum around five career platforms: Consulting; Corporate Finance & Investment; Entrepreneurship; Marketing; and Operations & Supply Chain Management. Additional subspecializations are also offered.

Students enroll for approximately three semesters in social work and approximately three semesters in business. Students who choose the accelerated Olin option complete the MBA in one calendar year. Because of the global summer semester, students are strongly advised to begin in business and complete their MBA before beginning their MSW. Learn more by visiting the Olin Business School website.

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 units taken over the course of 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 in which law and social work converge.

Some of the areas in which the knowledge and skills offered by this joint degree 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 for more information about this program.

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 units, typically taken over the course of four years.

The goal of the program is to prepare students with the combined skills and values needed for both social work and leadership ministry. The students for whom this joint-degree knowledge is most appropriate are those interested in the leadership and development of religious-based or sponsored social services; those looking to provide therapeutic and counseling services in religious settings; those with concerns about the development of life cycle and family issues in the context of a faith community; and those seeking the practice and policy implications of a call for justice.

The Brown School recognizes 9 credit units of courses from Eden Theological Seminary toward the MSW degree (normally 60 credit units); these are treated as electives. Visit the Eden Theological Seminary website 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 units, typically taken over the course of three years.

The basic goal of the social work and professional studies joint degree is to prepare students with the combined skills and values needed for both social work and leadership ministry. The areas for which this joint-degree knowledge is most appropriate are youth ministry, church administration, pastoral care, social justice ministry, health care, lay ministry, and therapeutic and counseling services in religious-based settings. Visit the Eden Theological Seminary website 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 (i.e., the first year of the MSW program).

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

- Complete the Certification for 3-2 Program Eligibility form (PDF), with signatures from the undergraduate advisor(s) and Jennifer Romney, associate dean in the College of Arts & Sciences, to be submitted with the application to the MSW program.
- Review the Application Instructions and the 3-2 Application Instructions and submit all required materials.
- Apply to the MSW program by March 1 of their junior year.

Although all admission requirements for the MSW program apply to 3-2 applicants, special consideration will be given for the level of field experience due to the undergraduate status of the applicants. 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, and so on 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 during 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.

For 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 for 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

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

Master of Public Health

Brown School MPH Curriculum

Our two-year, 52-credit-unit degree, which is 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. In addition to



completing their course work at Brown, all graduating students are required to sit for the Certification in Public Health exam. Students passing the exam will enter the workforce with CPH credentials that indicate their knowledge of and commitment to the field.

Learn more about our distinctive approach on our MPH Curriculum webpage.

Required Courses

The list below includes the courses required 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 units)		
MPH 5001	Health Behavior and Health Promotion	3
MPH 5002	Epidemiology	3
MPH 5003	Biostatistics	3
MPH 5004	Health Administration and Policy	3
MPH 5005	Environmental Health	3
Research Methods (9 credit units)		
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 unit)		
MPH 5010	Cross-Cutting Themes in Public Health	1
Public Health Seminar (2 credit units)		
MPH 5910	Public Health Seminar I	1
MPH 5920	Public Health Seminar II	1
Practicum (3 credit units)		
MPH 6000	Foundations of Field Education MPH	0
MPH 5701	Practicum I - MPH Program	3
Transdisciplinary Problem Solving in Public Health (6 credit units)		
To meet this requirement, students choose two 3-credit-unit transdisciplinary problem-solving courses, which span a variety of topics.		
Electives/Concentration (11 credit units)*		
Elective I		3
Elective II		3
Elective III		3
Elective IV		2
Skill Labs (3 credit units)		
Skill Lab I		1
Skill Lab II		1
Skill Lab III		1
Integrated Learning Experience (2 credit units)		
MPH 5907	MPH Capstone I	1

MPH 5908	MPH Capstone II	1
Certified in Public Health Exam		
MPH 5900	CPH Exam	0
Total Units		52

* Students use elective credits in years one and two to earn a concentration (p. 83) or to 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 they may pursue relevant courses from other Washington University graduate programs.

Note: The MPH curriculum and required credit units are subject to change.

MPH Concentrations

Epidemiology/Biostatistics

The Epidemiology/Biostatistics concentration exposes students to a wide range of quantitative data analysis methods and skills. They are equipped to understand and participate in the design, analysis, and interpretation of public health studies and to effectively translate public health evidence into policy and practice.

Visit our website to learn more about the Epidemiology/Biostatistics concentration.

Generalist

By drawing from a range of concentration competencies, Generalists dedicate their course work to issues pertinent to their research and professional interests. To pursue these competencies, Generalists have the flexibility to learn from faculty members and complete course work from across our established concentrations, which may include topics such as climate change, maternal and child health outcomes, health policy, nutrition, and more. Approximately a third of our MPH students choose to pursue the Generalist track and take full advantage of the program's extensive and diverse selection of courses.

Visit our website to learn more about the Generalist concentration.

Global Health

The Global Health concentration prepares students to confront complex issues primarily impacting resource-poor populations around the world. Graduates are prepared for careers in multilateral organizations, the United States federal government, and nongovernmental organizations based in the United States and abroad.

Visit our website to learn more about the Global Health concentration.

Health Policy Analysis

This concentration prepares students to research, analyze and implement public health policies at local, state and federal levels. Students will learn how to enhance the public's health by understanding the way policies are designed, implemented, analyzed

and assessed. Graduates are prepared to work across sectors to navigate the rapidly changing world of modern health policy practice and research and to incorporate the perspectives of both consumers to providers.

Visit our website to learn more about the Health Policy Analysis concentration.

Mental and Behavioral Health

As a leading cause of disability worldwide, mental health issues are a critical factor in population health. This concentration equips students to promote mental and behavioral health through a transdisciplinary lens. Students prepare to protect and improve the mental health and well-being of individuals, communities and societies using public health strategies. Graduates of this concentration may pursue careers focusing on mental health prevention, research, and policy within governmental, nonprofit, and community health organizations located in both domestic and international settings.

Visit our website to learn more about the Mental and Behavioral Health concentration.

Urban Design

The Urban Design concentration brings interdisciplinary thinking to the multifaceted public health challenges that occurs across urban, built environments. Our curriculum prepares students to understand, address and prevent the adverse health consequences and inequities associated with poorly designed urban landscapes. This concentration is offered in collaboration with the Sam Fox School of Design & Visual Arts at Washington University.

Visit our website to learn more about the Urban Design concentration.

MPH Certificates

Violence and Injury Prevention

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

Artificial Intelligence and Big Data Analytics for Public Health

The Artificial Intelligence and Big Data Analytics for Public Health (AIBDA) Certificate trains social, behavioral, and health scientists to master Python programming for data science, learn state-of-the-art machine learning and deep neural network models, and implement responsible, ethical artificial intelligence (AI) applications to solve real-world social and health problems.

The certificate is open to all students enrolled in the Brown School. The prerequisite for the two courses (Applied Machine Learning Using Health Data and Applied Deep Learning Using Health Data) is an introductory course on statistics or biostatistics or passing the relevant proficiency exam.

Required curriculum:

- Skill Lab: Introduction to Python for Public Health Data Analysis (1 credit)
- Skill Lab: Data and Algorithmic Bias (1 credit)
- Applied Machine Learning Using Health Data (3 credits)
- Applied Deep Learning Using Health Data (3 credits)

Current Brown School students should work closely with their academic advisor to understand how certificate course sequencing can align with their specific program of study.

MPH Practicum

MPH students complete one practicum, typically during the summer between their first and second years.

In practicum, students will translate the theories and skills learned in the classroom into real-world practice. Our students emerge with a host of meaningful experiences bringing positive change where it is most needed, and they will have broadened the soft skills that make for strong teammates and leaders. The issues students will engage in — as well as the personal connections they will make — will serve them throughout their careers. With more than 400 diverse community partner organizations, each student will find a practicum site with a mission that aligns with their passion.

At the Brown School, students have the unique opportunity to select their own practicum site. This self-directed process offers tremendous options and flexibility; our students complete practica locally, nationally and globally. Our Office of Field Education wants every student to have the support they need to make a well-informed selection. The Foundations of Field course taught during the student's first semester as well as interactions with field faculty advisors will help students to navigate the entire process. Advisors will help students to determine their field work goals; they will work with students to designate sites and serve as sounding boards for questions that come up during the practicum experience.

Website:

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



MPH Dual Degrees

The Brown School offers structured 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. 85)
- Public Health and Social Policy (MPH/MSP)
- Public Health and Medicine (MPH/MD) (p. 85)
- Public Health and Business (MPH/MBA) (p. 85)
- Public Health and Occupational Therapy (MPH/MSOT) (p. 86)
- Public Health and Anthropology (MPH/PhD in Anthropology) (p. 86)
- Public Health and Law (MPH/JD) (p. 86)
- Public Health and Architecture (MPH/MArch)

Note: To enter a dual 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 and social work programs separately. Similarly, applicants interested in the MPH/MSP dual degree must apply to the Brown School's public health and social policy programs separately.

For more information about any of these programs, contact Brown School Admissions.

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 units, typically taken over the course of 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)

The MD/MPH joint degree program is designed to train physicians with the knowledge and skills needed to recognize, analyze and address health problems at a population level. Students learn to identify the social, economic, environmental and cultural determinants of health, and they prepare to apply evidence-based approaches to disease prevention, health promotion and health policy.

This program is available exclusively to current Washington University School of Medicine students pursuing their Doctor of Medicine degree. Students in this joint-degree program earn a Master of Public Health degree with 41 credits from the Brown School in one additional year of study.

Additional Information

For more information, please contact Angela Hobson, PhD, Associate Dean for Public Health, by email at hobson@wustl.edu.

Email: 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 the completion of 94.5 credit units taken over the course of three years.

Graduates with the joint MPH/MBA 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 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 units taken over the course of three and a half years.

With the MSOT degree, students will be eligible to sit for the National Board for Certification in Occupational Therapy examination to become practicing occupational therapists.

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; they will assume leadership roles in public policy, urban planning, and advocacy.

Visit the Program in Occupational Therapy website to learn more.

For more information about any of these programs, contact Brown School Admissions.

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)

MPH/Doctor of Philosophy in Anthropology (PhD)

This joint degree program is available exclusively to current Washington University in St. Louis students pursuing a PhD in Anthropology. Students in this program earn a Master of Public Health degree from the Brown School with one additional year of study.

With shared interest in the environmental, biological, cultural and political implications of health outcomes, anthropology and public health have long been intertwined when it comes to solving issues of population health and well-being. The MPH/PhD joint degree program is designed for current Washington University Anthropology PhD students whose research is framed by a population health focus. By integrating a public health perspective into their degree program, students will be equipped with the specific skills and practice-based knowledge that will expand their capacity for studies of the environmental, social and cultural aspects of human society. Visit the Department of Anthropology for more information.

Additional Information

For more information about the MPH/PhD in Anthropology program, please contact Angela Hobson, PhD, Associate Dean for Public Health, by email at hobsona@wustl.edu, or email Brown School Admissions (brownadmissions@wustl.edu).

MPH/Juris Doctor (JD)

Students in this program earn a Master of Public Health (MPH) degree from the Brown School and a Juris Doctor (JD) degree from Washington University Law. The program of study requires the completion of 120 credit units, typically taken over the course of four years.

The JD/MPH joint degree program prepares students to recognize, analyze and address urgent legal, health and socioeconomic issues affecting individuals, communities and societies.

By learning about law and public health frameworks, JD/MPH program graduates are equipped with a unique set of skills to bring evidence-based recommendations to policy, judicial opinion and legal representation. Our students enter careers dedicated to making significant change by addressing health inequities and disparities. Visit the Washington University Law website for more information.

For more information about any of these programs, contact Brown School Admissions.

Website: <https://brownschool.wustl.edu/Academics/Joint-and-Dual-Degrees/Pages/MPH-Juris-Doctor.aspx>

3-2 MPH Program

The 3-2 MPH program was designed specifically for Washington University undergraduate students, and it 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 areas 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 curricula vitae and distinguish their applications from those of 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, these students will deepen their access to the university's outstanding resources, which include the following:

- 21 affiliated research centers at the Brown School that offer opportunities for research-based practica, fellowships and independent projects
- Research and practicum opportunities at the School of Medicine
- Access to the Institute for Public Health, including the Center for Community Health Partnership & Research and the 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 and African-American Studies
- Anthropology
- Biology and Biomedical Sciences
- Chemistry
- Cultural Studies
- Environmental Studies
- Global Health and Environment
- Global Studies
- Mind, Brain and Behavior
- Political Science
- Psychological & Brain Sciences
- Sociology
- Women, Gender, and Sexuality Studies

Website: <https://brownschool.wustl.edu/academics/master-of-public-health/curriculum/pages/3-2-MPH-program.aspx>

Master of Social Policy

Amplifying the Brown School's ability to make a significant and lasting impact by advancing social and health equity, students have the opportunity to earn a Master of Social Policy (MSP) degree in conjunction with previous or complementary graduate programs in related fields such as social work and public health. In addition, the MSP dual-degree program also attracts students enrolled with select global partners and students who pursue a JD/MSP joint degree with the Brown School and the School of Law.

The Brown School is a leader in translating research to inform policy in St. Louis, in the United States, and around the world. The MSP program combines knowledge and skill-building to prepare students for a variety of positions at local, regional, national, and international policy levels. An MSP degree provides students with training across statistics, economics, politics, analysis, and management to substantively engage with social issues and to effectively design, manage, and evaluate social policy.

Website: <https://brownschool.wustl.edu/academics/joint-and-dual-degrees/master-of-social-policy>

Degree Requirements

Master of Social Policy

Course Requirements

Total credit hours: 31 new MSP credits offered by the Brown School, in addition to 12 credit units (four courses) applied from approved graduate degree programs, for a total of 43 credits. To fulfill the MSP degree requirements, students must complete the following:

- Five required courses (15 credit units)
- Three elective courses (9 credit units)
- Short intensive courses (4 credit units)
- One internship (3 credit units)

Program Requirements

Students take at least one course from each foundation area. The minimum core requirement for each area must have been taken before a student may enroll in another course option. Students may take additional core course options as their electives.

Statistics (3 credits)

Code	Title	Units
Minimum Requirement:		
MPH 5003	Biostatistics	3
Additional Options After Minimum Requirement Completed:		
MPH 5230	Applied Linear Modeling	3

Students who have completed both Biostatistics and Applied Linear Modeling may also take doctoral-level courses, including the following:

SWDT 5010	Social Network Analysis	3
SWDT 6900	Applied Linear Regression Analysis	3
SWDT 6901	Structural Equation Modeling	3
SWDT 6905	Propensity Score Analysis	3
SWDT 6960	Survival Analysis	3

Economics (3 credits)

Code	Title	Units
Minimum Requirement:		
SWSA 5011	Economics of Social Welfare	3
Additional Options After Minimum Requirement Completed:		
SWSP 5650	Benefit-Cost Analysis	3
MPH 5120	Health Economics	3
SWHS 5018	Economic Realities of the American Dream	3

Politics (3 credits)

Code	Title	Units
Minimum Requirement:		
SWSP 5861	Domestic Social & Economic Development	3
or SWSP 5862	International Social & Economic Development Policy	3
or SWSP 5635	Policy & Advocacy in the Three Branches of Government	3
or SWSP 5640	Influencing Policy Implementation	3
Additional Option After Minimum Requirement Completed:		
MPH 5107	Policy, Politics & Power in Global Health	3

Policy Analysis (3 credits)

Code	Title	Units
Minimum Requirement:		
SWSP 5842	Social Policy Analysis & Evaluation	3
Additional Options After Minimum Requirement Completed:		
SWSP 5620	Advanced Policy Analysis: Policy Impact Assessment	3
SWSP 5830	Policy Design Lab	3

Management (3 credits)

Code	Title	Units
Minimum Requirement:		
SWSP 5610	Public Administration, Finance & Government Budgeting	3
Additional Options After Minimum Requirement Completed:		
SWSA 5019	Leading & Managing Employees, Volunteers & Teams	3
Other courses as approved		

Elective Courses (9 credits)

Students can draw from more than 40 elective course options and 25 skill labs. Electives generally fall into the areas of skills and analysis, current issues and policy topics, program and policy development, and economics and business. Please note that some electives may require instructor approval or have prerequisites, corequisites, or sequencing that must be completed.

Short Intensive Courses (4 credits)

MSP short courses engage students in timely areas of policy practice across a broad range of topics and skills. To complement the foundation and elective course work that students complete, the short courses are led by Brown School faculty and completed in intensive formats, typically over one to two weeks ahead of the fall semester.

Internship (3 credits)

A key component of the MSP program is a culminating internship during which students apply their course work and prior field experience toward identifying and completing significant opportunities for policy analysis, implementation and/or practice. To ensure a substantive experience that provides students with a quality practice experience while meeting the needs of diverse policy partner organizations, students complete 3 credits (360 hours) in a full-time policy role, typically over the summer; this generally involves approximately 36 hours per week for 10 weeks or 30 hours per week for 12 weeks.

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 effect change and advance social justice.



We have a very high completion rate. Most of our graduates go 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 needed 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 a related field is required of all applicants for admission. Post-master's experience in social work at the micro, mezzo or macro level is highly valued.

Phone: 314-935-6605
Email: phdsw@wustl.edu
Website: <https://brownschool.wustl.edu/academics/PhD-in-social-work>

Degree Requirements

PhD in Social Work

A completed master's degree in social work, public health or a related social science field 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 74 graduate credits 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, at least 3 units of which have to be taken outside of the Brown School. Electives may include classes in psychology, psychiatry, public health, anthropology, education, law, economics or political science. Teaching practica, 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. 32) may include the following:

- 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
- Data Management
- Professional Development

The first year of study includes basic principles of research, statistics and 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 their advisor, and it focuses 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 related to the student's developing area of specialization are selected. Courses in research methodology, research and teaching practica as well as 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 training in population and social science research methods and personalized mentoring by some of the leading scholars in the field. We provide a diversity of experience and faculty with a cross-section of interests that enhance transdisciplinary learning. Our faculty are on the forefront of research in health disparities, epidemiology and biostatistics, global health, health policy, urban design and the built environment, violence and injury prevention, and mental health. The curriculum prepares students for research leadership in a rapidly changing society. Our collaborative and entrepreneurial community is committed to conducting research that will have social impact.

A completed master's degree in public health, social work, or a 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 and the PhD in Public Health Sciences Program Overview.

Website: <https://brownschool.wustl.edu/academics/PhD-in-public-health-sciences>

Degree Requirements

PhD in Public Health Sciences

Graduation Requirements

- Previously obtained master's degree
- 74 credit units (**Note:** This can include 21 master's-level credit units from a relevant degree.)
- Two years of full-time doctoral course work
- Three teaching practica for course credit

- Three research practica for course credit
- Completion of an area of specialization statement and a qualifying exam
- Dissertation and oral defense

Course Requirements

Core doctoral seminar series

- Introduction to advanced research
- Conceptual foundations of social science research
- Theoretical orientations in public health sciences

Core data analysis sequence

- Applied linear regression analysis
- Generalized linear models

Other courses available to public health sciences doctoral students

- Network analysis
- System dynamics
- Multilevel and longitudinal modeling
- Survival analysis
- Structural equation modeling
- Propensity score analysis
- Qualitative research methods
- Introduction to social measurement
- Social policy research and analysis
- Health economics
- Advanced health policy methods
- Issues and directions in intervention research
- Translational research methods in public health
- Data management
- Statistical software: R
- Statistical software: Stata
- Statistical software: SAS
- GIS and spatial mapping
- Manuscript development
- Conducting systematic reviews
- Grantwriting
- Substantive and methodological electives taken from other schools and departments at Washington University

Please review the PhD in Public Health Sciences Curriculum on the Brown School website for more details.

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Brown School Staff

Looking to contact a member of the Brown School staff? Please visit Washington University's online directory.

Admissions

Master's Programs

To learn about the curricula, application processes and financial aid opportunities for our master's programs, visit the sites 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
- Part-Time Master of Social Work
- Master of Public Health
- Master of Social Policy
- Dual Degree Programs
- 3-2 Programs

Visit our Admissions website for application information.

Doctoral Programs

To learn about the curricula, application processes and financial supports for our doctoral programs, explore the pages below.

- PhD in Social Work
- PhD in Public Health Sciences

Visit our Admissions website for application information.

Academic Policies

Master's Programs

Attendance/Preparation

Active participation and preparation are expected of all students. Faculty members may — and often do — establish their own specific attendance, participation, and preparation requirements. Failure to meet these requirements may result in the lowering of a grade or failure of the course. Repeated unexcused absences may result in referral to the Assistant Dean of the program.

1-Credit Course Attendance Requirements

Due to the condensed nature of short courses and skill labs, students should not enroll in these courses unless they can attend all class sessions. Because of the intensive and participatory nature of short courses/skill labs, student absences are extremely disruptive to the learning process.

Attendance is required. If you miss any part greater than half a day, you will receive an "F" for the course. With the exceptions of death in the immediate family, severe illness, or injury, any student who is absent for one full day of class or its equivalent will receive a failing grade.

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; they 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, MSW/MSP or MPH/MSP degree is considered a dual degree student, and they remain Prime to the Brown School. Typically, dual degree students are Prime to the MSW program during the first year of study, Prime to the MPH program for the second year, and Prime to each program for one semester of the third year. Similarly, students in the MSP dual degree program typically alternate their course work, with the MSP program being completed during the second year. Some students add the MSP on at the end of their MSW or MPH program of study.

Students who are seeking dual degrees with one program outside of the Brown School (e.g., MPH/MBA or MSW/JD program) 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. Dual degree students who are Prime to another Washington University program will have their IDs coded to allow access. Dual degree students with building access concerns should contact the Office of the Brown School Registrar.

Grades

Grade Scale	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
HP#	High Passing grade for Practicum and Capstone II
P#	Passing grade for Practicum, Integrative Seminar and Capstone II
LP#	Low Passing grade, designated only for Practicum

Grade Policies

The minimum GPA requirements needed to maintain eligibility for Satisfactory Academic Progress are dictated by the specific program of study. In each case, per the requirements of 34 C.F.R. 668.34(a)(4)(ii), the federal student aid program requires a minimum of a C average to maintain eligibility for aid, but an individual degree or certificate program may have a higher minimum GPA for federal Satisfactory Academic Progress.

The MSW, MPH and MSP programs at the Brown School require that students maintain a minimum cumulative grade-point average 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 (during 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 assistant dean regarding academic probation.

- a. Students can monitor their semester and cumulative GPA in WebSTAC.
- 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 or a remediation plan, or they 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 leave of absence, or termination from the program. More specific and up-to-date information about the Academic Progress Committee for students can be found on Inside Brown.

Academic and 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 that involve the management of complex systems and interpersonal relationships with diverse individuals, 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

The Brown School minimally expects that students will do the following inside and outside the classroom, including online, when engaged with colleagues, including faculty, staff, fellow students, practicum supervisors, clients, and other constituents in University-sponsored or related programs and/or activities.

1. 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.
2. Conduct themselves in a manner consistent with the University's Student Code of Conduct.
3. Demonstrate an ability to speak, listen, and engage in a manner that is respectful, professional, and not harmful.
4. Demonstrate clarity of thinking, including an ability to process information, conceptualize, and integrate knowledge.
5. Demonstrate honesty in interactions with students, staff, and faculty and at the practicum agency and show 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.
6. Demonstrate an ability to suspend personal biases in professional interactions including not imposing personal, religious, or cultural values on others.
7. Represent their backgrounds, experiences, and qualifications honestly.
8. 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.
9. Respond to communication and outreach from Brown School and Washington University faculty and staff within a timely manner.
10. 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 the observation of student behavior in the classroom and the field practicum; interactions with fellow students, faculty, and staff; personal statements and self-assessments; recorded interview situations; and feedback from students, staff, community members, and other sources.

Professional Integrity Violations

Professional integrity violations consist of behavior that is inconsistent with the professional or ethical standards of the professional roles for which the student is being trained that is not necessarily covered by policies governing academic integrity. Behaviors inconsistent with the list of Academic Integrity Violations below will also be considered violations of professional integrity.

Academic Integrity Violations

The following offenses, or attempts to commit these offenses, constitute violations of academic integrity:

1. Plagiarism and Other Misappropriation of the Work of Another

Plagiarism is the willful or unintentional act of using, without proper acknowledgement, another person's or persons' words, ideas, results, methods, opinions, or concepts. It does not matter whether the appropriated information is published or unpublished, academic or nonacademic in content, or in the public or private domain. The act of claiming as one's own work any intellectual material created by another or others is wrong and will be treated as a serious violation of academic integrity.

It is recognized and understood that a student's work may often draw from previously published material and works for reference and inspiration, and the Brown School encourages this type of exploration. However, student work claimed or presented as original, but which has been lifted without significant change from other sources including magazines, the internet, and fellow students or colleagues, is unacceptable and will be treated as a violation of this policy.

To avoid plagiarism, students are expected to be attentive to proper methods of documentation and acknowledgement by following the citation format indicated by their instructor (typically APA or AMA), and students should do the following:

1. Enclose every short quotation in quotation marks. If the quotation is longer than 40 words or four typed lines, it should be set off by indenting it the same amount as the paragraph indent (a half inch; this kind of indentation is called a *block quote* and does not require quotation marks). Correct citation of the source must follow the quote in both cases.
2. Correctly cite the sources of quotes, summaries, paraphrases, concepts, ideas, conclusions, statistics, or other factual data that is not considered common knowledge.

3. Properly format and include in-text parenthetical, endnote, or footnote citations and match them to the list of references at the end of the paper.
4. Appropriately acknowledge and cite the source of material, whether published in print or electronically or obtained from lectures, interviews, and other oral forms of communication.
5. Follow the form of model in-text citations, footnotes, endnotes, and reference, works cited, or bibliography entries in a standard handbook of style or the form recommend by the instructor, typically including the author's(s') name(s), date of publication, title of document and publication, and physical or electronic location of document or publisher to enable the reader to locate and examine the sources.
6. Acknowledge to the instructor in the endorsement of the paper all the help of persons who have contributed to the research or writing of that assignment (the assistance of the Communication Lab need not be acknowledged).
7. Obtain explicit permission from instructors in all courses concerned before submitting written work that is substantially the same to meet the requirements of more than one course or more than one paper in the same course. Typically such submission is discouraged because it does not reflect work done to fulfill the objectives of the course in which it is submitted after the first time.
8. Avoid self-plagiarism by acknowledging and properly citing material written in other contexts (such as publications written for nonprofits or NGOs before attending the Brown School).

2. Cheating, Copying, or Collaborating on Assignments Without Permission

When a student submits work with their name on it, it 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 the work. 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, reports, or case write-ups; and completing problem sets. If a student has any questions regarding the instructor's definition of allowable behavior, it is their responsibility to ask for clarification prior to engaging in collaboration.

To avoid cheating, copying, or unauthorized collaboration, a student should never do the following:

1. Copy someone else's work or answers during an examination or assignment or use or provide unapproved assistance for an examination or assignment.

2. Use any device or material to assist in the completion of an exam or assignment that is not explicitly authorized by the course instructor.
3. Use, copy, or paraphrase the results of another person's work and represent that work as their own, regardless of the circumstances.
4. Permit another student to copy their work.
5. Submit work as a collaborative effort when they did not contribute a fair share of the effort.
6. Submit a group member's work as their own.

Conversely:

- When a student submits work with their name on it, they are in effect stating that the work is theirs and only theirs, unless they acknowledge in an endorsement all the help of persons who have contributed to the completion of the assignment.
- If the instructor allows group work, students must be sure they understand the degree of acceptable collaboration, and they must contribute their fair share of the effort.
- If a student's name is on an assignment, that student has attested to the integrity of the work; therefore, individual group members may be held accountable for a class group's academic integrity violation.

3. Fabrication or Falsification of Documents, Data, or Records

It is dishonest to fabricate, falsify, or otherwise provide misleading data or other material presented in research papers, studies, projects, reports, publications, assignments, and other academic and professional circumstances.

To avoid fabrication or falsification of one's work, a student should never do the following:

1. Alter information on any exam or class assignment being submitted for a re-grade.
2. Alter, omit, or invent data to submit as one's own findings.
3. Improperly adjust or revise data for analysis or reporting.
4. Deceptively omit conflicting data or deceptively select data to report.
5. Knowingly publish information that will mislead or deceive readers.
6. Fail to properly credit collaborators, including joint authors.
7. Forge signatures of authorization on practicum timesheets, evaluations, or other documents.
8. Falsify information on an official academic record, grade report, letter of permission or reference, drop/add form, ID card, or other document.
9. Falsify time on a timesheet at Washington University or the practicum site.



4. Research Misconduct

It is a violation of this policy to engage in research misconduct or otherwise fail to adhere to the University's research policies and guidelines, which can be found at research.wustl.edu. Research misconduct includes but is not limited to failure to adhere to or to receive the approval required for work under research regulations of federal, state, local, or University agencies or departments.

5. Obstruction of the Academic Activities of Another

Students are prohibited from obstructing or interfering with the scholarly research and academic activities of another individual. Examples include but are not limited to stealing, tampering with, damaging, or destroying research papers, data, supplies, equipment, designs, drawings, other products of research or academic work, or such other property of others that is related to academic endeavors as well as impeding access to shared resources such as library materials, studio materials, or computer software and hardware.

6. Abuse of Confidentiality

It is a violation of this policy for a student to release information, ideas, or data of others that were provided to them with the expectation that the student would maintain such information, ideas, or data as confidential, including client and practicum agency information. For example, a student may be exposed to or asked to participate in confidential grant proposals, review of manuscripts, or other applications for honors and awards that should be considered confidential and not disclosed to unauthorized persons.

7. Other Forms of Deceit, Dishonesty, or Inappropriate Conduct

Under no circumstances is it acceptable for a student to do the following:

1. Engage in any behavior that would be reasonably labeled deceit, dishonest, or inappropriate in an academic and professional setting. If you are ever in doubt, please ask either the professor or the assistant to the instructor.
2. 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.
3. 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.
4. Misrepresent experience or ability. This includes providing false information concerning academic achievement or background in an area of study. Examples include falsely reporting the substance of an internship and omitting transcripts or other academic information on an application for admission or other University records.

5. Steal, deface, or damage academic facilities or materials or collaborate with other students planning or engaging in any form of academic or professional misconduct.
6. Submit any academic work under someone else's name or a name other than their own. This includes but is not limited to sitting for another person's exam; in a case like this, both parties will be held responsible.
7. Publish or attempt to publish collaborative works without the permission of the other participants.
8. Terminate a practicum without a client and/or organization plan.
9. In addition, any offense defined as academic misconduct within the Washington University Student Conduct Code or the Washington University Student Judicial Code may also constitute a violation of this policy.

Violations of Academic or Professional Integrity are taken seriously at the Brown School, and such behaviors may result in disciplinary action against the offending student(s).

Leave of Absence (LOA)

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

For either a Personal or Medical LOA from the Brown School, the student must complete the appropriate LOA form on the Brown School Hub prior to leaving. The Brown School does not approve LOA paperwork submitted after the last day of classes of the semester.

- Personal leave is used for any nonmedical emergency (e.g., pregnancy, death in the family).
- Medical leaves must also be authorized by Habif Health and Wellness Center. Policies and procedures are listed on the Habif Health and Wellness Center website.

An 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 they must complete a new LOA form with the new anticipated date of return.

A student who anticipates being on leave during any semester should discuss their situation with their academic advisor to consider all options and to assess the potential effects on their academic record. The timing of an LOA may have an impact on both academic credits and tuition charges. Prior to a student taking an LOA, a student should meet with the registrar and the assistant director of financial aid to discuss how taking an LOA may affect their record.

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

Depending on the length of the LOA 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.

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, the student should consult with their academic advisor to consider all options and to assess the possible consequences to their academic record. The timing of a withdrawal may have an impact on 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 the Request to Withdraw form on the Brown School Hub. The effective date of withdrawal will determine the student's grades and any tuition refund.
2. Meet with the Director of Student Financial Services, who will advise the student regarding tuition and financial aid implications.
3. Meet with the Assistant Dean, who will advise the student on implications resulting from a voluntary withdrawal.

Administrative Withdrawal

During any semester, a student who has not enrolled for fall or spring courses, who has not attended the classes for which they are enrolled, and who 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, in accordance with these guidelines:

- There must be space in the 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, although the instructor may be different. If the course is no longer offered, students may not substitute an alternative course.
- Tuition will be assessed.
- The original course will remain on the transcript and be designated with an "R" next to the original grade to indicate that the course was repeated.
- All courses designated with an "R" (i.e., a repeat note) will not be included in GPA calculations and are not applicable toward graduation requirements.

- The letter grade earned in the most recent attempt at the course will be included in cumulative credit totals, and a new GPA will be calculated.
- All subsequently repeated courses and grades will be recorded on the transcript with an "R" notation to indicate that the course has been repeated.
- A course taken for undergraduate credit may not later be changed to graduate credit. (This applies to Washington University undergraduate students only.)
- Courses taken for credit toward an undergraduate degree may not be taken for graduate credit. (This applies to 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.

Doctoral Programs

PhD Course-Related Policies

Course Level

To count toward a graduate degree, courses must be offered at the graduate level, taken for a grade, and approved in advance by the student's advisor and program as eligible to count toward the student's degree. Graduate-level work includes Brown School courses (beginning with S), School of Medicine courses (beginning with M), and other program courses numbered at the 400 or 500 level. Audited courses and courses taken on a pass/fail basis cannot be counted toward the degree. Students should consult their advisors regarding these options.

Brown School doctoral programs require a combination of course work and research units to be completed for a degree. The minimum for the PhD in Social Work is 74 units, and it is 72 units for the PhD in Public Health Sciences. Students should consult their program handbooks for courses specific to their programs.

Grading

Credit-conferring grades for PhD students are as follows: A, outstanding; B, good; and C, conditional. An A, B or C grade may be modified by a plus or minus. Other grades are F, failing; P, pass; I, incomplete; W, withdrawal; R, repeat; and N, no grade submitted. The mark of I reverts to an F grade after the lapse of one calendar year. The Brown School uses a 4-point scale for calculating grade-point averages tabulated as follows:

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	Pass
F	Fail
I	Incomplete
W	Withdrawal
N	No Grade Submitted

Course Retake

Brown School doctoral students may choose to retake a course with the permission of their advisor. If a course is repeated, only the second grade is included in the calculation of the GPA. Both enrollments and grades are shown on the student's official transcript. The symbol R next to the first enrollment's grade indicates that the course was later retaken. Credit toward the degree is allowed for the latest enrollment only. No student may use the retake option to replace a grade received as a sanction for violation of the Academic Integrity Policy. The R option may be invoked only once per course, and the original grade option must be retained.

Transfer Credit

A maximum of 21 units of graduate credit earned at institutions other than Washington University may be applied toward the PhD degree. Transfer credit must be recommended by the program director and approved by the registrar with receipt of an official transcript. No graduate courses carrying grades lower than B can be accepted for transfer toward any graduate degree.

PhD Registration and Enrollment Policies

Full-Time Enrollment

Students admitted to a PhD program in the Brown School must maintain full-time continuous enrollment throughout the approved length of the program. Brown School PhD programs are to be completed within five years under normal conditions. During those years, students will be considered full-time with one or a combination of the following enrollments: (1) registered for 9 or more course units (including doctoral research units); or (2) registered for SWDT 8840 Doctoral Continuing Student Status (see In-Absentia Enrollment (p. 97) below). These courses indicate the student's full-time engagement in research or academic writing and should be used once a student has completed the total credit unit requirement for the program. PhD students who are not registered as described above may find themselves carrying a part-time status and could be in jeopardy of

losing certain benefits or be in violation of their visa status. Part-time enrollments will be permitted only in extraordinary circumstances. SWDT 8840 Doctoral Continuing Student Status should be used for enrollment in circumstances requiring an eighth year of study.

Program Length Limit

The Brown School PhD maximum number of semesters of continuous enrollment is 14 (seven years). Students in one of the PhD programs who have not completed their terminal degrees and who have not withdrawn will be dismissed at the end of 14 semesters. An exception may be granted by the Brown School Dean on request by the program director if the student is expected to complete their degree during an eighth year of enrollment. Enrollment for a ninth continuous year will not be allowed. Semesters during which the student is on an approved leave of absence are not included on the enrollment clock.

Enrollment Extension

Students may be permitted to register for one additional year beyond their seven-year program length, when approved by their program. The advisor must submit a letter to the program director explaining the rationale for the extension and specifying a timeline for the student's completion of the dissertation. The program director presents the request to the PhD Administrative Committee; a majority vote is needed for final approval of the extension. Students approved for extension must enroll in SWDT 8840 Doctoral Continuing Student Status, which confers full-time enrollment status. Students registered for SWDT 8840 Doctoral Continuing Student Status may or may not receive financial support, but they are eligible to receive other benefits available to full-time PhD students, including health insurance and wellness fee subsidies.

Degree Candidacy Extended

In very rare circumstances, Degree Candidacy Extended Status allows PhD candidates who have not completed degree requirements within the program length to leave the full-time program but remain degree candidates. Extended degree candidates are not registered for any courses, have no enrollment status, and receive none of the benefits available to registered Washington University students, including student loan deferment. Advisors must submit to the program director the rationale for the student leaving the full-time program; the PhD Administrative Committee must approve the request by a majority vote. If approved, the student may remain a doctoral candidate for up to five years. If the PhD requirements are not completed, the candidate is immediately dismissed from the program.

In-Absentia Enrollment

During a student's period of regular registration, they may have a need or opportunity to study away from Washington University. Students, with their advisors, should submit a request for in-absentia enrollment to the program director. Directors consider requests on a case-by-case

basis. If approved, the student will be registered for SWDT 8840 Doctoral Continuing Student Status for up to four consecutive or nonconsecutive fall/spring semesters. Semesters in which a student is registered in absentia are counted as part of the student's program length.

Leaves of Absence (Medical and Personal)

The Brown School accepts two types of leaves of absence (LOAs): personal and medical.

- Personal leave is used for any nonmedical emergency (e.g., pregnancy, death in the family).
- Medical leaves must be authorized by Student Health Services. Policies and procedures are listed on the Student Health Services website.

For either a personal or medical LOA from the Brown School, the student must complete the appropriate LOA form on InsideBrown prior to leaving. 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 their academic advisor to consider all options and assess the potential consequences to their academic record. The timing of an LOA may impact both academic credits and tuition charges. Taking a leave may therefore adversely affect loan deferment, visa status, the right to rent university-owned housing, and so on. Most visa types would prevent international students from remaining in the United States while taking an LOA; such students should consult the Office for International Students and Scholars as well as their faculty advisor. Prior to a student taking an LOA, students should 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 the leave and the structure of the current curriculum, previous credits may not count toward the degree being sought.

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

Voluntary Withdrawal

A student may request a voluntary withdrawal if they no longer wish to pursue a doctoral degree at the Brown School. Before withdrawing, students should consult with their faculty advisor and program director to consider all options and assess the consequences to their academic

record. The timing of a withdrawal may impact both academic credits and tuition charges, and the effective date of withdrawal will determine grades. If a student then wishes to voluntarily withdraw from the Brown School, the following formal procedure is required:

- Request and complete the PhD Request to Withdraw form, including a written statement of withdrawal. The form is available on InsideBrown.
- Meet with the Registrar, who will advise the student on implications resulting from a voluntary withdrawal.

Involuntary Leave of Absence

The Washington University Involuntary Leave of Absence Policy applies to all undergraduate and graduate students.

Reinstatement

Doctoral students on leave from the Brown School must apply for reinstatement through the Brown School Registrar. Decisions regarding reinstatement or readmission may be based on the applicant's academic status when last enrolled, their activities while away from campus, the length of their absence, the potential for successful completion of the program as determined by the Brown School, the ability of the department to support the applicant both academically and financially, as well as other relevant factors or considerations. An Application for Reinstatement must be completed 6 weeks prior to the first day of the term in which enrollment is requested. After this date, the application will be reviewed for reinstatement in the subsequent term. Once the application has been reviewed and a decision has been made, the student will receive notification via email.

Students returning from medical leaves of absence must follow the deadlines described above and obtain approval from Washington University Student Health Services prior to returning. Student Health Services authorizes reinstatement based on the student demonstrating the adequate resolution of the conditions that required the leave. Reinstatement for the summer session is not allowed. Detailed information about reinstatement after a medical leave of absence can be found on the Student Affairs website.

Doctoral students who do not register in one of the scenarios as described under the full-time enrollment policy may have to apply for reinstatement if they wish to re-enroll at a future time.

PhD Academic Progress/ Probation/Dismissal

Satisfactory Academic Progress

Satisfactory academic progress for students in PhD programs is monitored by the Brown School and the degree program. Failure to maintain satisfactory academic progress may result in a student's immediate dismissal or in their placement on academic probation



for the ensuing year. Most financial awards — and all federally funded awards — are contingent on the maintenance of satisfactory academic progress. The following timetable presents key milestones by completion year in the program:

Program Requirements	Target Year	Limit Year
Secure faculty advisor	1	2
Course work completed	2	3
Area statement completed and qualifying exam passed	3	4
Approval of dissertation proposal	3	4
Dissertation defended	4	7

The following are minimal standards of satisfactory academic progress for PhD students:

- PhD students must adhere to the Washington University Academic and Professional Integrity Policy for PhD Students for honesty and ethical behavior in all scholastic endeavors and in everyday conduct outside of the scholarly community.
- Students are expected to proceed at a pace appropriate to enable them to finish within the time limits and milestone markers of their programs. Students are expected to have completed all PhD requirements except for the dissertation by no later than the end of the fourth year of full-time graduate study.
- Students must secure a faculty advisor by the beginning of their second academic year.
- Students are expected to maintain a cumulative GPA of at least 3.0.
- Students are expected not to carry at one time any more than 9 credit units for which the grades of I (incomplete) or N (no grade submitted) are recorded.
- Students must satisfactorily pass the area statement and qualifying exam by August 1 following the third academic year..
- After four years of full-time graduate study, doctoral students who cannot identify three faculty members who are willing to serve on their Dissertation Committee are not considered to be making satisfactory academic progress. The Title, Scope and Procedure form must be filed before August 1 of the end of the fourth year in order to identify the membership of the student's Dissertation Committee.
- Students may take up to seven years to complete the PhD by August 1 at the end of the seventh year. A one-year extension is available if circumstances warrant (see Enrollment Extension (p. 97)). Extensions are obtained by application by the student to the degree program and approved by the PhD Administrative Committee.

Academic and Professional Integrity for PhD Students

The Academic and Professional Integrity Policy (PDF) applies to all PhD students on the Danforth and Medical campuses, including dual-degree students when one of the degree programs is a PhD program.

Probation for Academic Reasons

Except for circumstances justifying immediate dismissal (see Dismissal for Academic Reasons (p. 100)), a student cannot be dismissed on the basis of academic performance without the opportunity to return to good standing during an identified period of probation. The purpose of probation is to do the following: (1) explicitly warn the student of their status; (2) provide the student with clear guidelines of the performance that will be necessary to return to good standing; and (3) provide the student with reasonable time to meet these expectations. To meet these objectives, probation normally should be designated for a minimum of three months. When the probation criteria involve course work, then the probation period would normally correspond to the semester duration. A student on probation must receive a detailed letter from the program director stating the reasons for the probation and explicitly identifying the steps necessary for the student to return to good standing by the end of the probation period. A copy of this letter should be sent to the Brown School Dean. If a student does not meet all criteria for good academic standing but the department does not wish to place the student on probation, an appeal for this exception can be made to the PhD Administrative Committee.

At the end of a first probation, the student may (1) be returned to good standing; (2) be placed on a second consecutive probation; or (3) be dismissed from the program. A second consecutive probation must be accompanied by a new letter identifying the steps required to return to good standing. Although the purpose of the probationary period is to provide the student with time to improve, the decision of the program at the end of a probationary period could involve immediate notification of dismissal. At the end of a second continuous probation, the student will be either returned to good standing or dismissed.

A third probation will be allowed only if it is not continuous. A fourth probation will not be allowed. A student whose performance would result in a fourth probation will be dismissed immediately. A leave of absence cannot be used by a student to delay or nullify the consequences of a third consecutive or fourth probation.

Stipend support should continue during a probationary period unless the student is failing to meet the basic expectations of their position (e.g., repeatedly missing classes, repeatedly absent from faculty mentor meetings, failing to carry out research tasks). If a program or school decides to suspend stipend support under these circumstances, the student must be given a minimum of two weeks' notice prior to the withholding of such support. If the student's performance improves and they begin meeting the basic expectations of the program, stipend support should resume at that time. During all probationary semesters, tuition remission will remain as offered at initial enrollment.

The appeal of probation or dismissal by a student should follow the guidelines for Student Grievance procedures (p. 100) in that it should begin at the most local level. In cases of probation or dismissal, a student may appeal within 14 calendar days to the program director or another designated faculty representative from the PhD Administrative Committee. Appeals of probation end with the program director or the designated faculty representative (i.e., placement on probation

cannot be appealed to the Brown School Dean). In cases where there is a perceived conflict of interest with the program director or the PhD Administrative Committee, another Brown School faculty member can be designated to address the appeal process for probation or dismissal.

Dismissal for Academic Reasons

Academic dismissal is distinct from withdrawal (initiated by the student), deactivation of a student's record by a failure to register, and dismissal or other sanctions associated with the University Academic and Professional Integrity Policy or the University Student Judicial Code. Dismissals are recommended by the degree program and are not final until approved by the PhD Administrative Committee. Students may be dismissed immediately for extreme academic underperformance (see Satisfactory Academic Progress (p. 98)). Students who encounter personal situations that contribute to academic underperformance during a semester should be informed of the option to request a leave of absence rather than continuing enrollment with poor performance. The ability to complete mentored teaching responsibilities is not a sufficient basis for remaining enrolled.

For academic dismissal decisions, a graduate student may submit a final appeal of the dismissal to the Brown School Dean. Appeal requests must be initiated with the program director within 14 calendar days of formal notification of probation or dismissal, and appeals to the Dean must be made within 14 calendar days of a decision by the program director to uphold a student's dismissal. Responses to appeals generally occur within the next 14 calendar days after the appeal is requested. Stipend support is discontinued at the time the student is notified of dismissal. The student is not eligible to receive stipend support during an appeal of dismissal; however, if the appeal is upheld, the student is eligible for stipend support covering the period of the dismissal appeal process. Students who have chosen to withdraw from their program (as opposed to taking an authorized leave) cannot appeal or seek reconsideration of this decision.

Student Grievance

From time to time, students may feel that they have legitimate complaints regarding academic matters or interactions with faculty members. It is important that students and faculty have a common understanding of how such complaints may be expressed and resolved. Students with complaints regarding academic matters should initially seek resolution from their faculty advisor and then from their program director. Complaints that remain unresolved may be addressed to the PhD Administrative Committee. The final court of appeal for all doctoral students is the Brown School Dean.

Washington University policies state that members of the university community can expect to be free from discrimination and harassment. Students, faculty, staff and outside organizations working on campus are required to abide by specific policies prohibiting harassment. An allegation of discrimination or harassment may be appealed to the Vice Chancellor for Human Resources, who will determine whether to convene the Title IX Grievance Committee to hear the case. Visit the university's Discrimination and Harassment page for more information.

Dissertation Dissenting Votes

For the rare cases in which faculty raise concerns about a student's dissertation that cannot be resolved through subsequent revisions and that therefore result in dissenting (negative) vote(s), the Committee Chair will refer the case to the program director. If the program director is on the committee, they will designate an outside faculty to mediate. In the case of one or more dissenting votes, the Committee Chair and the dissenting voter will be asked to explain the reasons for the dissent in a letter to the program director or designee. After consulting with these and other members of the Committee, the director or their designee may accept the majority opinion and approve the dissertation, or they may seek the opinion of an additional reader. After considering this additional evidence, the director or their designee must approve or decline the dissertation. Failure to enlist a designee will be tantamount to a rejection of the dissertation.

Advisor/Advisee Relationship

The relationship between an advisor and an advisee is critical to the success of a student in a PhD program. If a situation arises in which it is determined that the existing advisor/advisee relationship should be terminated, either by the advisor or the advisee, the student will enter into a three-month probationary period so that the student can identify a new thesis research advisor. The student will continue to receive the customary stipend (if appropriate) and allowances until an advisor for the thesis research is identified or for three months, whichever comes first. After the three-month period, the student will either have established a new advisor/advisee relationship or, at the discretion of the program, be provided with a second three-month probationary period. At the end of either probationary period, the student may be dismissed from the program as not having made the appropriate academic progress. A third probationary period will not be permitted. A student is able to appeal the probation decision following the appropriate procedures as outlined earlier in these policies.

PhD Financial-Related Policies

Minimum Stipend Award

All Brown School PhD students receive a monthly stipend beginning the first academic year of their full-time enrollment. As of 2023, the 12-month stipend is \$34,000. The stipend amount is detailed in the admission offer letter for each first-year admitted student. Stipends are eligible for renewal for a period of five years for full-time enrolled students making satisfactory progress in the PhD program. International students will have higher stipends during their first year only due to visa supplements; for years two through five, the base stipend will go back to the school's base stipend amount.

Tuition and Fees

The maximum tuition fee is the equivalent of 9 semester units. Students who enroll for 9 or more units per semester are automatically regarded as full-time students and are charged a flat full-time rate. Students must enroll in at least 9 units of course work and in SWDT 8840 Doctoral



Continuing Student Status or Full-time Graduate Study in Absentia to maintain full-time status. Failure to register risks satisfactory academic progress. The tuition rate and fees are subject to annual change; however, Brown School doctoral students receive remission for these charges. Please note that students who do not register for two consecutive semesters could leave university benefits and will be considered candidates for dismissal.

Tuition Remission

The Brown School provides tuition remission for the length of the student's program as long as academic progress is being made. To be eligible for tuition remission, courses must be taken at the graduate level. These include most Brown School and School of Medicine courses and skill labs and, depending on the program, courses numbered in the 400s and 500s in other schools. Courses offered through the School of Continuing & Professional Studies are non-remissible, and Brown School students cannot audit these courses.

Students who wish to enroll in courses outside of these parameters and to receive tuition remission must submit justification of relevancy to their program with approval from their advisor to the program director. Likewise, doctoral students should discuss and receive permission from the program in advance if seeking remission for the cost of educational or training opportunities besides courses (e.g., summer institutes, professional development, external trainings, unrelated master's degrees). Tuition remission is not guaranteed for the non-program-related course work. Students pursuing a certificate or an unrelated master's degree in addition to their PhD must consult their program director and advisors about credit sharing between the programs.

Refunds

In the event that a PhD student is responsible for the tuition of a course, they should consult the school refund timeline and policies for information.

Insurance and Health-Related Subsidies

All full-time students on the Danforth Campus are charged a mandatory health fee that gives them access to Habif Health and Wellness Center. In addition, they must either enroll in the student health insurance plan or present proof of comparable coverage. International students are not allowed to waive health insurance. Both the health fee and the health insurance premium are subject to annual change. The Brown School covers both costs plus 90% of the optional dental insurance through an enhancement added to students' monthly stipend. Students are then responsible for paying the balance for the cost of these items as they appear on the students' billing. Students receiving special fellowship support may have different arrangements for covering their health fees and insurance. Information about healthcare coverage can be found on the Washington University Human Resources site. Please consult the program manager for specific questions.

All students receiving the stipend for dental insurance will automatically be enrolled in the dental insurance plan. The charge for this plan will be on the student accounting bill. Students may elect to opt out of the dental coverage by contacting studentinsurance@wustl.edu. If the request to opt out of the dental insurance has been received before the deadline listed on the student health services website, the student account charge will be reversed within 7 working days. Students can view the dental benefits on the UnitedHealthcare Student Resources site (select the "Dental/Vision" tab). More information may be found on the Washington University Student Health Insurance Plan Information page.

Please note the following:

1. Students will only be eligible to remain on the dental plan if they are on the medical plan. If a student waives the medical plan, they are not eligible to remain on the dental plan.
2. Students may enroll dependents on the dental plan by contacting UnitedHealthcare directly. Students must be on the dental plan in order to enroll dependents.
3. This stipend does not include vision insurance. Students may enroll in vision insurance directly through UnitedHealthcare.

Reimbursement for Professional Development Expenses

Full-time doctoral students may apply for up to \$1,000 in support for professional development. Professional development entails presenting papers or posters at scholarly and professional conferences or attending workshops and classes on statistics or other topics of relevance to the dissertation. Students may also apply to use these funds for other dissertation-relevant expenditures, including computers, software, clerical assistance, behavioral incentives and the like.

Part-Time Employment

If a full-time supported doctoral student wishes to accept part-time employment within or outside of Washington University, the following guidelines must be followed. The Internal Revenue Service, the Washington University Human Resources Office, and US Citizenship and Immigration Services all make important distinctions between students and employees. These guidelines are designed to assist doctoral students with retaining their status as students.

Brown School doctoral students receiving stipends or fellowships are allowed a maximum of 10 hours per week on average of additional part-time employment while maintaining their status as full-time students. International students should consult with the Office for International Students and Scholars regarding requirements, and all students must consult and receive approval from their advisor and program director in order to accept an additional position outside of the stipend or fellowship. Fully supported students engaged in part-employment may have a reduction or even a cease in their stipend from the program.

Brown School doctoral students **not** receiving stipends or fellowships and who have yet to complete their PhD requirements must enroll in SWDT 8840 Doctoral Continuing Student Status. Enrollment confers full-time student status and continuing access to health insurance, university resources, and loan forbearance (see Enrollment Extension (p. 97) and In-Absentia Enrollment (p. 97)). Unfunded continuing students may work up to 20 hours per week on average if approved by their faculty advisor and program director. The request for outside employment may be denied for any reason related to research or academic progress. If approved, the student must abide by all applicable university, IRS, and immigration policies. The student also must keep their advisor and program director apprised of all extra activities. PhD students who are not registered or who are not compliant with the policies as described above may find themselves in a part-time status and thus could be in jeopardy of the loss of certain benefits or be in violation of their visa status. Part-time enrollments will be permitted only in extraordinary circumstances (see Degree Candidacy Extended (p. 97)).

Child Day Care Subsidy

The Child Day Care Subsidy is sponsored by Washington University in St. Louis, and its purpose is to help the families of PhD students meet the costs of child day care while the student pursues their studies.

The amount of child day care subsidy awarded to eligible applicants depends on their financial need, the number of children they have enrolled in child day care facilities, their child day care expenses, and available funding.

Requirements for Eligibility

To be considered for the Child Day Care Subsidy, a student should meet the following qualifications:

- Be enrolled full-time in a Washington University PhD degree program at the start of the award period
- Be the parent of a child under the age of 5, a child between 5 and 6 years old who is currently ineligible to attend kindergarten due to their date of birth, or a child with special needs under the age of 19
- Incur child day care expenses from a facility, center, or provider
- Apply for any available scholarships and aid at their chosen provider before applying for the Washington University child day care subsidy
- Be making satisfactory academic progress, as defined by their school/program
- Utilize child day care services because they are a single student or, if they are married or have a partner, because their spouse or partner is either a student (enrolled full time in an undergraduate or graduate degree program) or employed outside the home for a minimum of 20 hours per week (The student may be asked to attest to their spouse's or partner's employment or student status.)
- Complete the day care subsidy application by the deadline for each semester.

Day Care Subsidy Process

PhD students interested in receiving the child day care subsidy will complete a centralized application form found on the Vice Provost for Graduate Education (VPGE) website each fall or spring semester. The subsidy is not available during the summer term. Applications will route to the appropriate representative in the student's selected school based on information communicated to the provost office staff. A financial administrator from each school/program will be responsible for reviewing the application to ensure the student meets the stated criteria. Eligible students will receive subsidy payments via Workday.

The application will request the initial information necessary to make most determinations. On occasion, school administrators may need to request supplemental information from the student in order to make a determination regarding eligibility. Questions not addressed in this document may be posed to the VPGE/Office of the Provost for clarification.

The provost's office will be responsible for gathering and maintaining data for reporting purposes. Schools are requested to keep track of requests and payouts.

As students are approved for the subsidy, the school is responsible for notifying the student of their award and ensuring the payout. The subsidy will be paid as a lump sum. Students' applications must be received by the end of the term in which they are requesting the subsidy.

Award Amounts

As of 2023, any PhD student who meets the eligibility requirements (see above) will receive the subsidy based on the following parameters:

- One eligible child: \$3,550 per semester (FL/SP)
- Two eligible children: \$4,550 per semester (FL/SP)
- Three or more eligible children: \$5,550 per semester (FL/SP)

New Child Leave

Full-time PhD students may request a New Child Leave to assume care for a new child. They should maintain their full-time student status. Students on New Child Leave are not expected to participate in mentored teaching or research experience for up to 60 calendar days while they receive their current stipend support. Additional time off without receiving a stipend for up to a full semester will ordinarily be granted by the student's home school if approved by the student's department.

New Child Leave does not affect the student's full-time status and will not appear on the student's official transcript. New Child Leave must be taken within the first year after the child's birth or adoption. Students should contact their department to request a New Child Leave. Students who receive support from external agencies should consult the policies and guidelines of the sponsor.



PhD General Requirements

Residence Requirement

Brown School PhD students are required to remain in residence until they have successfully completed the area statement and qualifying exam. Brown School students are strongly encouraged to remain in residence throughout their entire time in the program, with the exception of those students doing fieldwork to collect dissertation data. In all cases, a student receiving a fellowship must maintain full-time student status or forfeit the fellowship, and they may not accept other employment unless it has been specifically preapproved by the Brown School.

Area Statement and Qualifying Examination

Brown School PhD students demonstrate readiness to begin dissertation research by completing an area statement and passing a qualifying examination in their third or fourth year in the program. The area statement outlines an area of intellectual concern, reviews the literature, and highlights the importance of this area to practice and/or policy. Students work with their faculty advisor to develop the scope of the statement and to identify two additional doctorate-level Brown School or program-authorized faculty to serve on the Area Statement and Qualifying Exam Committee. In the spring of the second year in the program, students register for SWDT 6972 Area Statement & Qualifying Exam under their advisor, who serves the committee chair. The chair coordinates with the committee to approve the final draft and generate questions to be answered over a two-day closed-book or a seven-day open-notes exam. Each Committee member independently grades the answers to each question as "no pass" or "pass." The advisor submits a grade of "pass" for SWDT 6972 Area Statement & Qualifying Exam to indicate successful completion. If the committee agrees that one or more questions on the exam has received an overwhelming grade of "no pass," the student must rewrite the answer to a particular question or a substitute question of the committee's choice.

Students are expected to pass the area statement and qualifying exam by August 1 following their third year in the program. Exceptions for extraordinary extenuating circumstances are made only with an application to the program director along with confirmation from the advisor in regard to the rationale and reasonable deadline for completion. Failure to pass the area statement and qualifying exam by August 1 following the fourth year requires program review of the student's academic standing. A student may retake a failed exam once. Failure the second time requires withdrawal from the program. Within one year, the student may petition the program director of the appropriate doctoral program for a third and final opportunity to be examined. The program director, in collaboration with the Area Statement and Qualifying Exam Committee chair, will decide if a third attempt is warranted.

Mentored Experience Requirement

Brown School PhD students fulfill the university's mentored experience requirement through a sequence of teaching activities outlined in their Mentored Experience Implementation Plan. During their first year, students achieve basic competencies in teaching during new student orientation training and professional development courses in the fall (SWDT 6815 Professional Development Seminar I) and spring (SWDT 6816 Professional Development Seminar II).

Students also must complete three teaching practica (SWDT 6591 Practicum in Teaching I, SWDT 6592 Practicum in Teaching II, and SWDT 6593 Practicum in Teaching III). These may be taken beginning in the spring semester of the first year, and they are designed to give students experience with lecture preparation and delivery, grading, and other aspects of course management under the guidance of an experienced faculty member. Supervising faculty may be adjuncts, teaching faculty, professors of practice or tenure-track faculty. Students may serve as assistants for any Brown School course and are encouraged to select courses that may become part of their own teaching repertoire in the future. The minimum involvement includes the following: (1) giving at least one full lecture based on notes developed by the student and approved in advance by the professor; (2) providing course-relevant consultation for students who are having problems learning the material; and (3) grading or critiquing student assignments. Faculty who agree to work with students to meet their teaching practicum requirements must hold supervisory meetings during the course of the semester, provide a short statement to the student that summarizes the student's major strengths and primary weaknesses as a teacher, and submit a letter grade for the practicum. Students cannot teach independently or be teaching assistants for pay until the teaching practica are completed.

Upon completion of the required professional development and teaching practica, Brown School PhD students can seek an Independent Teaching Experience. Non-credit teaching practica or independent paid teaching experiences (i.e., "Teaching Fellowships") exist to meet school needs, not just the learning needs of students. Teaching fellows are PhD students appointed by the Brown School. They are answerable directly to the associate deans for the MSW and MPH programs, who may not renew the contract of a teaching fellow who fails to make adequate progress toward the completion of the PhD.

Several factors determine the need for a non-credit teaching fellow. These include a request from the instructor, the associate deans for the master's program (for MSW or MPH courses), or the director of the social work or public health doctoral program (for PhD courses). The need for a teaching practicum student is also based on student demand, class size, lab sections and the instructor's release time. The instructor should seek a teaching practicum student to teach another course section or a paid lab after approval has been gained. Students who have not accomplished program milestones in a timely manner may not be allowed to do teaching practica or at least be restricted in regard to the number allowed during a given semester or summer.

Finally, the Graduate Teaching Citation is an optional program for Washington University PhD students who would like to gain teaching experience and expertise beyond the minimum requirements of their departments and of their graduate program. See the complete description on the website of the Washington University Center for Teaching and Learning.

Dissertation

Brown School doctoral students must complete a dissertation to demonstrate their mastery of a specific field of knowledge and their capacity for original scholarly work. Students form a Dissertation Committee of faculty authorized by the program to mentor PhD students. The Dissertation Committee approves the subject and approach of the dissertation as evidenced by the student's completion of the Title, Scope and Procedure requirement.

The Dissertation **Proposal** Committee consists of at least four full-time Washington University faculty members who are authorized to supervise PhD students in their respective doctoral program of study (i.e., social work or public health sciences) and who have appropriate expertise in the proposed field of study. One of the faculty members must be the student's faculty advisor, who will chair the Dissertation Committee; for social work, the chair must be tenure-track faculty in the Brown School. One of the four may be a member of the emeritus faculty. The Dissertation **Defense** Committee must include a fifth committee member external to the student's doctoral program of study. The external member could be inside or outside Washington University but must have a doctoral degree and an active research program at another university, in government, or in industry. Additional faculty member(s) may be added in cases where additional expertise is required.

A Notice of Title, Scope and Procedure form for the dissertation must be completed by the Dissertation Committee members and the program director. It must be submitted at least six months before the degree is expected to be conferred or before the beginning of the fifth year of full-time enrollment, whichever is earlier.

A Doctoral Dissertation Guide and a template that provides instructions regarding the format of the dissertation are available through the website of the Office of the Provost; both of these should be read carefully at every stage of dissertation preparation.

Each student is required to make the full text of the dissertation available to the committee members for their review at least one week before the dissertation defense. Most degree programs require two or more weeks for the review period.

Faculty Departures

The programs maintain lists of authorized faculty advisors who may chair and serve as internal members of student committees. Committee chairs and members who go on sabbatical or who take leaves of absence and are temporarily non-residents at Washington University may continue their roles as chairs with approval of the program director. If a committee chair ceases to be employed by the university, the student may request that the faculty continue to serve as co-chair of the committee. Another member of the committee

must agree to serve as the co-chair, with the consent of the original chair, student, and program director. Then, the new co-chair should take the responsibility of providing the day-to-day guidance and decision making for the student's research and writing process. The co-chair structure is reserved for exceptional cases, and the normative structure continues to be a sole chair. A co-chair who is not able to commit sufficient time to the role should step down as chair and allow a different committee member to take their place. A co-chair arrangement must always benefit the student, who has the freedom to choose their advisor, as well as the faculty members involved. If an authorized committee member ceases to be employed by the university, the student may request that the faculty continue to sit on the committee. Consent from the faculty member and approval by the program director will include a decision on whether the departing faculty should be one of the four authorized members or an external member.

Dissertation Defense

At least three weeks prior to the preferred defense date, the candidate's dissertation committee chairperson and/or the student's program director or manager must provide information regarding the preferred date, time and place of the oral defense of the dissertation and indicating the exact dissertation title. The notification should include the student's curriculum vitae. The terminal dates for scheduling the final oral dissertation examination in time to receive the degree within a semester are set by the Brown School Registrar (registraroffice@brownschool.wustl.edu).

The student assumes responsibility for making the full text of the dissertation accessible to all members of the final examination panel for their review at least two weeks in advance of the examination. The final oral examination is concentrated on the subject matter of the candidate's dissertation. The examination of the student (i.e., the oral presentation) is treated as a confidential assessment of the student's achievement. An open defense is permitted and highly encouraged by the Brown School, but it is not required. In consultation with the chair, students can choose to allow any or specific audience members to attend. The audience members are not allowed to speak during the presentation and must exit the room with the student after the presentation while the committee members deliberate after the presentation and discussion.

The defense consists of an oral presentation of the study, its results and its implications followed by a discussion/question-and-answer period with the committee members. Once this is completed, the student exits the room while the committee deliberates regarding the success of the defense and renders one of the following four decisions:

1. Pass with no recommended changes;
2. Pass with changes that are to be made in concert with the chair's approval;
3. Pass with changes that an individual committee member wants to view before submission of the document; or
4. Did not pass as the student has not met sufficient standards and must do further work and attempt a second defense.



The Dissertation Defense Exam Approval Form available on InsideBrown should be completed by all the Dissertation Defense Committee members after the defense.

Dissertation Submission

After successfully defending the dissertation and making any requested changes, the student must create an online account at ProQuest and submit the final text. The submission website requires students to choose among publishing and copyrighting services offered by ProQuest ETD Administrator, but the university permits students to make whichever choices they prefer. Students who defend their dissertations successfully have not completed their PhD requirements; they finish earning their degree only when their dissertation submission has been accepted. Students should plan to submit their dissertations and paperwork before the deadline; they may need to make corrections to their formatting or complete additional paperwork.

In addition, the following must be completed:

1. The Survey of Earned Doctorates. Students are encouraged to complete the Survey of Earned Doctorates prior to the dissertation deadline. They should do this as soon as possible so that a record of the survey arrives in time for graduation requirements to be met. Brown School administrators are notified automatically once the survey is completed. Electronic submission of the student's dissertation will not be processed or approved until this email arrives.
2. The Doctoral Exit Survey. The survey administered by the Office of Institutional Research gives graduating students an opportunity to evaluate Washington University, their doctoral program, faculty advising and professional development and to report on their plans for the future. The survey is sent via email from the Office of Institutional Research to PhD graduates each season (i.e., May, August, and December). If a student does not plan to graduate and receives this survey in error, they should email institutionalresearch@wustl.edu to have their name removed from the mailing list.

Students are highly encouraged to read the Dissertation Guide on the Vice Provost for Graduate Education website.

Degree Certification

If a student requires verification of a degree prior to the degree date and before the degree appears on the official transcript, the Brown School Registrar can prepare a degree certification on Brown School letterhead. Note that, to receive this certification, the student must have successfully completed all requirements for the degree, including the submission of the dissertation. Requests for degree certification are made via email to the Brown School Registrar (registraroffice@brownschool.wustl.edu).

Financial Information

Master's Degrees

The Brown School offers generous scholarships — more than \$6 million was awarded last year. We take both merit and need into account when awarding scholarships.

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 2024-25 academic year is \$24,005 per semester. Learn more about MSW tuition, scholarships, and fellowships on the Brown School website.

The MPH tuition rate for the 2024-25 academic year is \$21,320 per semester. Learn more about MPH tuition, scholarships, and fellowships on the Brown School website.

The MSP tuition rate for the 2024-25 academic year is \$24,005 per semester. Learn more about MSP tuition, scholarships, and fellowships on the Brown School website.

Doctoral Degrees

All Public Health Sciences and Social Work students admitted into the Brown School's doctoral program receive a financial package that consists of tuition coverage and five years of stipend support.

Base stipends for 2024-25 will be \$36,050 per year for five years. Receipt of this stipend is not tied to work responsibilities. In some cases, students may be awarded competitive fellowships upon admission, which supplement or replace the base stipend. Students also receive \$1,000 per year that can be used toward professional development, which may include computer hardware, software, professional travel, and society memberships.

Students are encouraged to apply for additional funding opportunities in the form of research and teaching fellowships as well as dissertation grants. Fellowship opportunities may occur as early as the first semester of satisfactory academic progress. For more information, see the Public Health Sciences and Social Work program websites.

Our programs are full time, and students are expected to be physically present through the first few years of the program.

The Ann W. and Spencer T. Olin-Chancellor's Fellowship (OCF) is an elite cohort of outstanding graduate students with wide-ranging backgrounds and from varied disciplines. The OCF is committed to nurturing a variety of distinctive backgrounds and perspectives. The OCF particularly values students who have demonstrated a commitment to gender and racial diversity, equity and inclusion.

The OCF offers a competitive award package and a best-in-class graduate fellowship experience. Fellows receive exceptional leadership and development opportunities, access to exemplary resources, and networking and mentorship opportunities that will empower them to demonstrate all-round excellence. Our Fellows will reinforce the ethos of the program through sustained engagement as students and alumni.

Interested applicants should apply to the OCF at the same time they apply for admission to their chosen academic program. To learn more, visit the OCF website.

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 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 for and treatment of substance-abusing and comorbid populations (particularly those who are 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.

Students who would like to be considered for Federal Financial Aid must complete the Free Application for Federal Student Aid (FAFSA) for the appropriate academic year. The FAFSA is available on October 1 of each year and should be completed with the student's prior year federal tax return. **The Washington University school code is 002520.**

For any questions regarding the borrowing process, please contact the Brown School Office of Financial Services. (brown-financialaid@email.wustl.edu)

Note: Students working toward completing a doctoral degree are automatically considered Independent for FAFSA purposes. No parent income information will need to be included.

Before borrowing a loan, students are encouraged to utilize a loan repayment calculator to estimate monthly repayments, which will go into effect after a six-month grace period.

Note: International students may receive a university fellowship and stipend. However, they are not eligible for federal financial aid loans and are asked to contact the PhD Office and/or the Brown School Office of Financial Services (brown-financialaid@email.wustl.edu) for more information on non-federal assistance. Students are urged to apply to the program early so that awards may be secured well in advance of the fall term.

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