

# 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** (<https://brownschool.wustl.edu/faculty-and-research/dorian-traube/>)

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

For further information, please visit the Faculty & Research page (<https://brownschool.wustl.edu/faculty-research/>) of the Brown School website.

## Courses

Courses include the following:

- S15 SWCR (MSW Foundation) (p. 1)
- S20 SWHS (Theory, Problems & Issues) (p. 2)
- S30 SWDP (Practice Methods) (p. 4)
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- S40 SWSP (Social Policy) (p. 8)
- S48 SWSP (Social Policy) (p. 12)
- S50 SWSA (Practice Methods) (p. 12)
- S55 MPH (Master of Public Health) (p. 14)
- S60 SWCD (Practice Methods) (p. 26)
- S65 SWCD (Practice Methods) (p. 30)
- S70 SWPR (MSW Practicum) (p. 31)
- S81 SKILL (Skill Labs) (p. 32)
- S90 SWDT (Brown PhD) (p. 36)

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## S15 SWCR (MSW Foundation)

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

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**S15 SWCR 5007 Research Methods with Statistical Applications**

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

Credit 3 units.

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**S15 SWCR 5011 Human Behavior**

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

Credit 3 units.

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**S15 SWCR 5012 Social, Economic & Political Environment**

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

Credit 3 units.

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**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.

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**S15 SWCR 5038 Social Work Practice with Individuals, Families & Groups**

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

Credit 3 units.

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**S15 SWCR 5039 Social Work Practice with Organizations and Communities**

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

Credit 3 units.

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**S15 SWCR 5040 Social Welfare Policies and Services**

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

Credit 3 units.

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**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.

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## S20 SWHS (Theory, Problems & Issues)

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

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**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.

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**S20 SWHS 1025 Theoretical Approaches to Interpersonal Violence Across the Life Course**

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

Credit 3 units.

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**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.

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**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.

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**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.

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**S20 SWHS 5017 Management & Leadership of Organizations**

This course examines organizational behavior and the management of human service organizations. Students study a variety of theories, concepts and functions including organizational structure, organizational culture, human resource and financial management, leadership and strategic planning. The course provides a foundation for all management practice courses. Prerequisites: S15 5012, S15 5039, and foundation practicum.

Credit 3 units.

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**S20 SWHS 5018 Economic Realities of the American Dream**

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

Same as IS0 INTER D 5003

Credit 3 units. EN: S

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**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.

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**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.

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**S20 SWHS 5040 Theories of Racial, Social & Economic Justice**

Credit 3 units.

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**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

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**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.

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**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.

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**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 U.S. and their treatment by the U.S. Examines modern Indian governments, and legal systems, and the status of Indian nations as sovereign political entities within the U.S. Prerequisite: S15-5012.  
Credit 3 units.

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**S30 SWDP (Practice Methods)**

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

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**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.

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**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.

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**S30 SWDP 5325 Child Maltreatment Prevention**

The purpose of this course is for students to develop an understanding of transdisciplinary perspectives and apply systematic problem-solving approaches to the prevention of child maltreatment. Answers to complex questions about child maltreatment require a

transdisciplinary problem-solving approach with public health, social work, and medical practitioners analyzing perspectives from diverse fields, and coming together to integrate knowledge across these disciplines.

Same as S55 MPH 5325  
Credit 3 units.

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**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.

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

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

Credit 3 units.

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**S30 SWDP 5503 Cognitive Behavior Therapy**

This course emphasizes the acquisition of direct practice skills using case examples, videos, and role-plays involving patients with depression, anxiety, and personality disorders. Prerequisite: S15 5038.  
Credit 3 units.

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**S30 SWDP 5504 Dialectical Behavior Therapy**

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

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**S30 SWDP 5505 Interpersonal Psychotherapy**

This course will help students gain knowledge and basic skills in Interpersonal Psychotherapy (IPT), an evidence-based treatment for depression. The course will include theoretical underpinnings of IPT, understanding the use of IPT in specific populations, and adaptations across cultures and psychiatric disorders. The course will review IPT techniques, common issues, and therapeutic skills. Specific opportunities to practice skills and techniques will be provided throughout the course. Prerequisite: S15-5038.

Credit 3 units.

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**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.

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**S30 SWDP 5805 Principles of Clinical Interventions in Behavioral Health**

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

Credit 3 units.

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**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.

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**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.

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**S30 SWDP 6215 Global Mental Health**

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

Credit 3 units.

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**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.

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**S30 SWDP 7325 Social Work Practice with Children in Families**

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.

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**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.

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**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.

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**S30 SWDP 7330 Prevention and Promotion to Support Healthy Child Development Among At-Risk Families and Communities**

This course provides students with a developmentally informed preventative approach to apply in their practice with and in at-risk communities. Synthesizing research from the fields of developmental science and prevention science, students will explore the research literature on the mechanisms through which exposure to adversity in childhood and adolescence undermines biological, socioemotional, and behavioral processes that endure to perpetuate health disparities in adulthood. Simultaneously, students will review evidence for preventive interventions targeting families, schools, and communities designed to foster resilience in the face of adversity. Emphasis will be placed on challenges to implementing programs and policies at scale. From this course, students will develop 1) a realistic appreciation for why programs and policies struggle to break the cycle of poverty, 2) the ability to think critically about implementing best practices within the settings in which they work, and 3) a language to translate strong science into practice and policy. This course builds upon foundational course work in human behavior or health behavior, as well as expands upon knowledge of other individual and public health interventions. Prerequisites: S15-5011 or S20-3022/S55-5001. Credit 3 units.

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**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.

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**S30 SWDP 7818 Social Work, Education, and the Exceptional Child**

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

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**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.

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**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, S20 3022, or S20 5081.  
Credit 3 units.

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**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.

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## S31 SWDP (Practice Methods)

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

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**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.

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**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.

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**S31 SWDP 4100 Social Work Practice with Refugees and Immigrants**

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

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**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.

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**S31 SWDP 5147 Core Concepts in Trauma Treatment for Children & Adolescents**

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

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### **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.

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### **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, intervention 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.

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### **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.

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### **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 course is designed to improve sexual self-efficacy and 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 the 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 undergraduate students. The course involves three hours of class time and up to two hours of practice teaching time each week. Students and their participants will read articles, journal, and participate in brief homework exercises weekly. Students may also enroll for supervision hours for AASECT certification as sexuality educators. Credit 3 units.

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### **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.

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### **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.

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### **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.

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

This course will extend our understanding of 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.

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**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.

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**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.

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**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 transferrable to micro, mezzo and macro dialogues. Prerequisite: S15 5038. MPH and MSP students may take this course as an elective.

Credit 3 units.

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**S31 SWDP 5243 Social Work Practice with LGBTQIA+ Populations**

This course focuses on developing the knowledge and practice skills necessary for effective, evidence-based practice with lesbian, gay, bisexual, transgender, queer/questioning, intersex, and ally/asexual/agender (LGBTQIA+) persons and their families. We will cover five major domains of practice with LGBTQIA+ persons: (1) theoretical and empirical knowledge to understand LGBTQIA+ persons across the life span; (2) the unique psychosocial concerns and issues of LGBTQIA+ clients and their families of choice/origin, with particular attention paid to issues of race/ethnicity, culture, age, disability, religion, and class as they impact sexual minority populations; (3) identification and implementation of capacity-building interventions with LGBTQIA+ persons; (4) social work values, ethics, and social justice concerns surrounding LGBTQIA+ population; and (5) intervention strategies for building inclusive agencies, organizations, and institutions. Students actively examine their own values and attitudes and their professional use of the self in their practice with LGBTQIA+ populations. Prerequisite: S15 5038.

Credit 3 units.

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## S40 SWSP (Social Policy)

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

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**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.

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**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.



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**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.

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**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.

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**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.

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**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.

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**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.

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**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, synthesis, 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.

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**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.

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**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.

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**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.

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

Credit 3 units.

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**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.

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**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.

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**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.

Credit 3 units.

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**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.

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#### **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.

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#### **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.

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#### **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.

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#### **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.

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#### **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.

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#### **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 the sexual lives of individuals, groups, and communities at particular moments in history. This explicitly interdisciplinary course uses materials from law, social work, history, government, literature, sexology, and popular culture and analyzes these materials using feminist, critical race, queer, masculinity, and trans theories; social constructionism; intersectional, ecological, and strengths perspectives;

and symbolic interactionism to gain new views of how the personal and the political interact and vie for hegemony. Students practice critiquing and formulating sexual health and social work policy and creating strategies for advocating for improved sexual health care.

Credit 3 units.

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

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

Credit 3 units.

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#### **S40 SWSP 5830 Policy Design Lab**

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

Credit 3 units.

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#### **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.

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#### **S40 SWSP 5861 Domestic Social & Economic Development**

Focuses on selected topics in development policy in the United States at local, state, and national levels, emphasizing implications of alternative policy approaches. Prerequisites: S15-5012 & S15-5040.

Credit 3 units.

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#### **S40 SWSP 5862 International Social & Economic Development Policy**

Focuses on selected topics in international development policy emphasizing implications of alternative policy approaches. Prerequisites: S15-5012 & S15-5040. Pre/corequisite: S15-5012.

Credit 3 units.

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#### **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.

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#### **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.

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### **S48 SWSP (Social Policy)**

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

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#### **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.

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### **S50 SWSA (Practice Methods)**

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

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#### **S50 SWSA 5011 Economics of Social Welfare**

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

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#### **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 the 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.

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#### **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.

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#### **S50 SWSA 5033 Special Topics: Brown Consulting**

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

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#### **S50 SWSA 5050 Evaluation of Programs and Services**

This course examines issues and methods for the evaluation of programs and services in both organizational and community contexts. Strengths and weaknesses of various evaluative models are discussed. Prerequisites: S15 5005 and S15 5040. Corequisite: Concentration Practicum. Concurrent enrollment in 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.

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#### **S50 SWSA 5052 Leadership & Governance**

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

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#### **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.

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#### **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

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#### **S50 SWSA 5061 Business Planning for New Enterprises — The Hatchery**

In this course, student teams pursue their own business idea or support outside entrepreneurs by researching, writing, and pitching business plans for new commercial or social ventures. Enrolled students can recruit a team to work on their own business idea, or can join a team working on another's idea. Outside entrepreneurs and scientific researchers wishing to recruit student teams must apply in advance to be considered for student selection. Most of the work is done outside the classroom with the support of mentors, 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.

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#### **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.

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#### **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 kindergarden, 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.

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#### **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. Prerequisites: S15 5015 and S15-5038. Corequisite: Concentration Practicum. Concurrent enrollment in 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 the instructors of both courses prior to enrollment.  
Credit 3 units.

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#### **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.

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#### **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.

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#### **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.

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**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.

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## S55 MPH (Master of Public Health)

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

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**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.

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**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.

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**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.

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**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.

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**S55 MPH 5004 Health Administration and Policy**

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

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**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

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**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.

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**S55 MPH 5011 Epidemiology Methods**

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

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**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.

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**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.

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**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.

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**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

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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#### **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.

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#### **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.

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#### **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.

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#### **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.

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#### **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.

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#### **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.

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#### **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.

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#### **S55 MPH 5146 Skill Lab: Managing and Leading Teams and People**

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

Credit 1 unit.

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#### **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.

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#### **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.

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**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.

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**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 analysis of variance methods for repeated measures. Prerequisite: S55 5003.  
Credit 3 units.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**S55 MPH 5321 TPS: Global Hunger and Undernutrition**

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

Credit 3 units.

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**S55 MPH 5322 TPS: Interrogating Health, Race & Inequalities**

Interrogating Health, Race, and Inequalities is intended for graduate students in the School of Social Work and in Arts & Sciences as well as advanced undergraduates in Arts & Sciences who have previous course work in medical anthropology, public health, or urban policy. The fundamental goal of the course is to demonstrate that health is not merely a medical or biological phenomenon but more importantly the product of social, economic, political, and environmental factors. To meet this goal the course is designed to examine the intersection of race/ethnicity and health from multiple analytic approaches and methodologies. Course readings will draw from the fields of public health, anthropology, history, and policy analysis. Teaching activities include lectures, group projects and presentations, videos, and discussions led by the course instructors. These in-class activities will be supplemented with field trips and field-based projects. By the end of the course it is expected that students will have a strong understanding of race as a historically produced social construct as well as how race interacts with other axes of diversity and social determinants to produce particular health outcomes. Students will gain an understanding of the health disparity literature and a solid understanding of multiple and intersecting causes of these disparities. Same as IS0 INTER D 4001

Credit 3 units.

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**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.

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**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.

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

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

Credit 3 units.

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**S55 MPH 5337 TPS: Protection and Well-being of Displaced Children (Colombia)**

Students must apply via [sa.wustl.edu](http://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.

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**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.

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**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.

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**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.

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**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 kindergarden, 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.

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**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.

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**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.

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**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.

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**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.

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#### **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 and S15 5040; MPH S55 5000. Same as S65 SWCD 5660

Credit 3 units. EN: TU

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#### **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.

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

Implementation Science: Approaches in Local, Regional and Global Contexts Despite the unequivocal successes of biomedical research over the last generation, the use of evidence-based clinical interventions in routine public health and clinical practice remains far from optimal. Today, Americans receive approximately half of indicated medical care (and much unindicated care as well). As a result, even though the past 30 years have yielded unprecedented gains in clinical and medical sciences, the health of Americans lags behind other industrialized countries. Globally, the proportion of morbidity and mortality due to available (and affordable) but unused clinical interventions is

even larger. Dissemination and implementation (D&I) research is an emerging area of scientific inquiry with a growing body of distinctive perspectives and methods that seeks to tackle this gap. This course focuses on approaches of particular or distinctive relevance to implementation research. To start with, given that implementation issues often occur at an organizational, practice, or regional level, knowledge of concepts in multi-stage sampling, attendant design effects, quantification of within- and between-cluster correlation, and cluster-level randomization are crucial. In addition, many emerging concepts in implementation research -- including context, adaptation, strategies, and outcomes -- are now accompanied by advancement in their conceptualization and measurement. This course introduces the foundational methods of measurement development (e.g., latent class analysis, criterion and construct validity) as well as important recent publications in this area (e.g., the Program Sustainability Assessment Tool). The third part of this course will focus on use and appraisal of data taken from health systems, including administrative databases and electronic medical records, to assess implementation behaviors and outcomes. Each of these three areas will offer practical knowledge and skills for advancing implementation research.

Same as M17 CLNV 541

Credit 3 units.

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#### **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 MPHS program, please contact the program regarding registration.

Same as M19 PHS 550

Credit 3 units.

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#### **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 MPHS program, please contact the program regarding registration.

Same as M19 PHS 551

Credit 3 units.

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#### **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, sustainability, 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.

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**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, synthesis, 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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**S55 MPH 5702 Practicum II - MPH Program**

Credit variable, maximum 3 units.

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**S55 MPH 5703 Practicum III - MPH Program**

Credit variable, maximum 3 units.

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**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.

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**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.

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**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.

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**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.

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**S55 MPH 5801 Independent Study**

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**S55 MPH 5802 MSW/MPH Dual Concentration Practicum II**

Prerequisite: MSW/MPH Dual Concentration Practicum I.

Credit variable, maximum 2 units.

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**S55 MPH 5803 MSW/MPH Dual Concentration Practicum III**

Prerequisite: MSW/MPH Dual Concentration Practicum II.

Credit 1 unit.

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**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.

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**S55 MPH 5900 CPH Exam**

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**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.

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**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.

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**S55 MPH 5907 Capstone I**

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

Credit 1 unit.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**S55 MPH 5962 Skill Lab: Introduction to the R Statistical Programming Language and Environment**

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

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**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.

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**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.

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**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.



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**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.

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**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.

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**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.

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**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, and so on. Prerequisite: S55 5960 or S55 5961 or S55 5962 or permission of the instructor.

Credit 1 unit.

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**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.

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

This course will build upon the material covered in S55 5960 (Data Analysis: SAS) to provide students with the skills to tackle more complex data management and analysis tasks using the SAS statistical package in a Windows environment. Students will learn through hands-

on tutorials and assignments. Topics will include arrays, exporting data, complex merging of datasets (e.g., merge-matching), developing algorithms, testing the assumptions of common statistical tests, and troubleshooting. Prerequisites: S55 5003, S55 5000, and S55 5960.

Credit 1 unit.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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## S60 SWCD (Practice Methods)

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

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**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 the 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 that require 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. Although the course focuses on St. Louis, its principles apply to community development practice in rural and international settings. Prerequisite/Corequisite: S15 5039.

Credit 3 units.

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**S60 SWCD 5018 State-Level Lobbying**

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

Credit 3 units.

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**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.

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**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

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**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.

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**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.

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#### **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.

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#### **S60 SWCD 5056 Development Practice in International Settings**

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

Credit 3 units.

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#### **S60 SWCD 5076 Social and Economic Development/Redevelopment Part I**

This is the first semester of a two semester course. In the spring semester students should enroll in S60-5086 Social and Economic Development: East Saint Louis Seminar Part 2. This course provides a theoretical and experiential understanding of the basic forces, factors and institutional dynamics that interface and persist to keep low income people in poverty, generationally. Students will preferably take this class along with an "internship" or practicum, to learn the "nuts and bolts" of how to build a depressed area and rise it to the status of a viable, economically and socially sustainable community. The class will be conducted in East St Louis, Lansdowne, at the Jackie Joyner 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.

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#### **S60 SWCD 5077 Urban Development Seminar**

Project-based research and discussions focus on the legal policy, social and architectural issues affecting the redevelopment of St. Louis and suburban areas such as Darst Webbe, Clayton, Westminster Place and prototypical redevelopment of public housing projects of Carr Square, Darst Webbe and Vaughn into tenant ownership and market-rate housing neighborhoods. Topics include public policy issues affecting development, the availability and types of housing, transportation linkages, business, zoning issues, social and historical precursors. Through interaction with community leaders, teams of students from each discipline prepare a design proposal for an actual problem in

the St. Louis area. This seminar is an interdisciplinary effort taught by faculty members of Washington University School of Architecture and the Saint Louis University School of Law, Social Work and Department of Public Policy Studies. Prerequisite: 400 level and above. Limit 8 students. Fulfills Urban Issues elective for MArch degree.

Same as A46 ARCH 564A

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

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#### **S60 SWCD 5078 Developing Sustainable Urban Communities**

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

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

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#### **S60 SWCD 5082 Mixed-Income Housing & Community Management: Fundamentals of Property & Resident Services Operations**

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

Credit 3 units.

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**S60 SWCD 5083 Mixed-Income Housing: Evaluating & Maximizing Property Performance & Service Delivery for the Long Term**

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

Credit 3 units.

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

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

Credit 3 units.

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**S60 SWCD 5087 Poverty: The Impact of Institutionalized Racism**

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

Credit 3 units.

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

This course exposes students to racial injustices in the K-12 education system in the United States. 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 United States. 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-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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**S60 SWCD 6028 Leadership Development and Evaluation In Indian Country IV**

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

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**S60 SWCD 7130 International Criminal Justice & Human Rights Practice**

The practice of international criminal justice and human rights has evolved dramatically over the past several decades, from exhumation of mass graves in Rwanda and Srebrenica during the 1990s to conducting digital investigation of social media content depicting recent atrocities in Syria and Ukraine. This course aims to introduce students to both law and practice. To do this, the course takes a case study approach and uses a hybrid structure. First, it will provide substantive grounding on key aspects of international criminal law or international human rights law implicated in specific case studies, such as atrocities committed in Bosnia, Myanmar, Chad, Ukraine and Ethiopia. We will also cover relevant institutions and processes engaged in the implementation or enforcement of international law in these contexts. Second, the course offers a practical component through which student teams will first

learn about documentation, accountability, and advocacy approaches relevant to the case studies, as well as ethical considerations that arise in the course of this work. Students will then be assigned to live projects with the Center for Human Rights, Gender and Migration (Institute for Public Health). Projects will include technical support to ongoing atrocity investigations; development of practical guidance for legal and humanitarian actors responding to conflict-related sexual violence; and multi-disciplinary research focused on international justice systems or atrocity survivors' needs and experiences. Global experts will provide historical and practical perspective throughout the semester. Students will be graded based on individual class 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.

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## S65 SWCD (Practice Methods)

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

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### S65 SWCD 5037 Domestic Violence and the Law

Enrollment limit: 20 (preferably 10 Law students + 10 Social Work students). This 2-credit interdisciplinary course will focus on the intersection of law and social work in relation to domestic violence and the law, with particular focus on Missouri. The course is designed for law students who may practice in this substantive area when they graduate/pass the Bar exam, social work students who may practice in this area as court advocates or directors of domestic violence agencies, and law students and social workers who may be doing public policy work in this area. This course will start with an overview of the nature & dynamics of domestic violence, and include subjects such as power & control, types of abuse, dangers when leaving, necessity for safety planning, and multiple oppressions. Thereafter, the course will lay the groundwork for an analysis of the law with an historical perspective by covering the state of the law prior to the passage of specialized criminal and civil laws, the necessity for these laws, and directed study of the laws that were passed and why. One area of concentration in this analysis will be how the law can be used to change social conditions and policy/practices of systems. In this analysis, we will cover Missouri's Adult Abuse Law (including Consents), Missouri's Criminal Law and Self-Defense and Post-Conviction Remedies, Full Faith and Credit, the Federal Violence Against Women Act and the Lautenberg Amendment related to firearms, and other selected topics. The course will also examine improvements made in conditions for domestic violence victims/survivors and system response as result of passage of the laws, and the unintended consequences that have resulted (e.g., mandatory arrest sometimes means arrest of victims/survivors, and may disempower or endanger victims/survivors). In relation to the unintended consequences, we will explore an emerging movement in responding to domestic violence that embraces an anti-essentialist victim perspective and an individualized response based on each victim's situation and needs. We will also cover the emergence of Domestic Violence Courts and emerging restorative justice responses to domestic violence. Areas where lawyers and social workers intersect will be covered, including: unauthorized practice of law, supervision by social worker of attorney, confidentiality, and domestic violence advocates as expert witnesses. Students will spend six hours in an observational/reflective practice immersion experience.  
Same as W74 LAW 608C  
Credit 2 units.

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### 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.

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### 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.

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### S65 SWCD 5075 American Indian Law

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

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### 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.

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**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 and S15 5040; MPH S55 5000.  
Credit 3 units. EN: TU

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## S70 SWPR (MSW Practicum)

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

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**S70 SWPR 5006 MSW Foundation Practicum I**

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

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**S70 SWPR 5012 MSW Foundation Practicum II**

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

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**S70 SWPR 5013 MSW Foundation Practicum III**

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

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**S70 SWPR 5014 MSW Concentration Practicum I**

Prerequisite: Foundation Practicum.  
Credit variable, maximum 5 units.

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**S70 SWPR 5018 MSW Concentration Practicum II**

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

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**S70 SWPR 5022 MSW Concentration Practicum III**

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

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**S70 SWPR 5032 MSW Concentration Practicum IV**

Prerequisite: S70 5022.

Credit variable, maximum 2 units.

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**S70 SWPR 5036 MSW Elective Concentration Practicum I**

Prerequisite: Concentration Practicum  
Credit variable, maximum 5 units.

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**S70 SWPR 5037 MSW Elective Concentration Practicum II**

Credit variable, maximum 4 units.

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**S70 SWPR 5038 MSW Elective Concentration Practicum III**

Credit variable, maximum 3 units.

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**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.

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**S70 SWPR 5041 MSP Elective Practicum**

Credit variable, maximum 3 units.

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**S70 SWPR 5042 MSW Concentration Practicum V**

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

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**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.

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**S70 SWPR 5102 MSW Integrative Foundation Field Seminar**

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

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**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 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.

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## S81 SKILL (Skill Labs)

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

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### **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.

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### **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.

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### **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.

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### **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.

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### **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.

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### **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.

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### **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.

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### **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.

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### **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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**S81 SKILL 5088 Assessment and Treatment of Eating Disorders**

In this course, students will learn to accurately define 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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**S81 SKILL 5151 MSW Research Seminar I**

Prerequisite/Corequisite: Biostatistics.

Credit 1 unit.

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**S81 SKILL 5152 MSW Research Seminar II**

Prerequisite: S81 5151 MSW Research Seminar I and Biostatistics.

Corequisite: Applied Linear Modeling.

Credit 2 units.

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**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.

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**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.

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**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.

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

Low-income families increasingly face complex financial decisions that require specialized knowledge and skills when managing personal finances. Social workers often identify financial vulnerability in the context of confounding situations such as unemployment, divorce, bankruptcy, drug abuse, domestic violence and others. Using case examples, students will learn how to: 1) help clients address their

immediate financial problems and build financial security, 2) identify when to refer clients to other financial professionals for in-depth assistance, and 3) work in collaboration with others to generate policy and program solutions for financially vulnerable populations.

Credit 1 unit.

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**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.

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**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.

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**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 are 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.

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**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 are 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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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## S90 SWDT (Brown PhD)

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

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### 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.

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### 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.

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### 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.

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### 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.

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### 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.

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### 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.

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### 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.

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### 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.

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#### **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.

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#### **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, synthesize, 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.

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#### **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.

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#### **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

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#### **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.

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**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.

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**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.

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**S90 SWDT 6561 Practicum in Research I**

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

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**S90 SWDT 6572 Practicum in Research II**

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

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**S90 SWDT 6583 Practicum in Research III**

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

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**S90 SWDT 6591 Practicum in Teaching I**

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

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**S90 SWDT 6592 Practicum in Teaching II**

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

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**S90 SWDT 6593 Practicum in Teaching III**

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

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**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.

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**S90 SWDT 6815 Professional Development Seminar I**

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

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**S90 SWDT 6816 Professional Development Seminar II**

Brown School doctoral students only.  
Credit 1 unit.

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**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.

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**S90 SWDT 6875 Qualitative Research Methods**

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

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**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.

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**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.

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**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.

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#### **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.

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#### **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.

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#### **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.

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#### **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.

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#### **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.

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#### **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.

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#### **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.

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#### **S90 SWDT 8840 Doctoral Continuing Student Status**

Used for residency.

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#### **S90 SWDT 9000 Mentored Independent Teaching Experience**

Eligible doctoral students teach independently with the guidance of faculty.

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#### **S90 SWDT 9001 Mentored Assistant Teaching Experience**

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

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