

2020–21 Bulletin

Brown School

 Washington University in St. Louis



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About This Bulletin

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

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

The 2020-21 *Bulletin* is entirely online but may be downloaded in PDF format for printing. Individual pages may be downloaded in PDF format using the "Download This Page as a PDF" option on each page. To download the full PDF, please choose from the following:

- Architecture & Urban Design Bulletin (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2020-21_Grad_Arch.pdf)
- Art Bulletin (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2020-21_Grad_Art.pdf)
- Arts & Sciences Bulletin (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2020-21_Grad_School.pdf)
- Business Bulletin (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2020-21_Grad_Business.pdf)
- Engineering Bulletin (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2020-21_Grad_Engineering.pdf)
- Law Bulletin (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2020-21_Law.pdf)
- Medicine Bulletin (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2020-21_Medicine.pdf)
- Social Work & Public Health Bulletin (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2020-21_Brown.pdf)
- University College Bulletin (undergraduate & graduate) (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2020-21_UCollege.pdf)

The degree requirements and policies in the 2020-21 *Bulletin* apply to students entering Washington University during the 2020-21 academic year.

Every effort is made to ensure that the information, applicable policies and other materials presented in the *Bulletin* are accurate and correct as of the date of publication (November 6, 2020). Washington University reserves the right to make changes at any time without prior notice. Therefore, the electronic version of the *Bulletin* may change from time to time

without notice. The governing document at any given time is the then-current version of the *Bulletin*, as published online, and then-currently applicable policies and information are those contained in that *Bulletin*.

For the most current information about available courses and class scheduling, visit WebSTAC (<https://acadinfo.wustl.edu>). Please email the Bulletin editor (bulletin_editor@wustl.edu) with any questions concerning the *Bulletin*.

About Washington University in St. Louis

Who We Are Today

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

The university offers more than 250 programs and 5,500 courses leading to associate, bachelor's, master's, and doctoral degrees in a broad spectrum of traditional and interdisciplinary fields, with additional opportunities for minor concentrations and individualized programs. For more information about the university, please visit the University Facts (<http://wustl.edu/about/facts/>) page of our website.

Enrollment by School

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

Committed to Our Students: Mission Statement

Washington University's mission is to discover and disseminate knowledge and to protect the freedom of inquiry through research, teaching and learning.

Washington University creates an environment that encourages and supports an ethos of wide-ranging exploration. Washington University's faculty and staff strive to enhance the lives and livelihoods of students, of the people of the greater St. Louis community, of the country and of the world.

Our goals are as follows:

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

- to prepare students with the attitudes, skills and habits of lifelong learning and leadership, thereby enabling them to be productive members of a global society; and
- to be an institution that excels by its accomplishments in our home community of St. Louis as well as in the nation and the world.

To this end, we intend to do the following:

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

Trustees & Administration

Board of Trustees

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

University Administration

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

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

Academic Calendar

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

Fall Semester 2020

College of Arts & Sciences, McKelvey School of Engineering, Olin Business School, Sam Fox School of Design & Visual Arts, and University College

Date	Day	Description
September 14	Monday	First day of classes
November 26-27	Thursday-Friday	Thanksgiving break (no classes)
December 18	Friday	Last day of classes
January 4-10, 2021	Monday-Sunday	Final exams (remote)

Brown School at Washington University

Date	Day	Description
August 24	Monday	First day of classes
September 7	Monday	Labor Day holiday
November 26-27	Thursday-Friday	Thanksgiving break (no classes)
December 16	Wednesday	Last day of classes

Washington University Law

Date	Day	Description
August 24	Monday	First day of classes
September 7	Monday	Labor Day holiday
November 20	Friday	Last day of classes
November 30-December 11	Monday-Friday	Final exams (remote)

Spring Semester 2021

College of Arts & Sciences, McKelvey School of Engineering, Olin Business School, Sam Fox School of Design & Visual Arts, and University College

Date	Day	Description
January 25	Monday	First day of classes
March 15-19	Monday-Friday	Spring break (no classes)
May 6	Thursday	Last day of classes
May 7-13	Friday-Thursday	Final exams

Brown School at Washington University

Date	Day	Description
January 19	Tuesday	First day of classes
March 15-19	Monday-Friday	Spring break (no classes)
May 12	Wednesday	Last day of classes

Washington University Law

Date	Day	Description
January 19	Tuesday	First day of classes
March 15-19	Monday-Friday	Spring break (no classes)
April 23	Friday	Last day of classes
April 26-May 7	Monday-Friday	Final exams

Commencement Ceremonies

Date	Day	Description
May 21	Friday	Class of 2021 Commencement
May 30	Sunday	Class of 2020 Commencement

Summer Semester 2021

Date	Day	Description
May 24	Monday	First Summer Session begins
May 31	Monday	Memorial Day holiday
July 5	Monday	Independence Day holiday
August 19	Thursday	Last Summer Session ends

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

Campus Resources

Student Support Services

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

- **Academic Mentoring Programs** offer academic support in partnership with the academic departments in a variety of forms. Academic mentoring programs are designed to support students in their course work by helping them develop the lifelong skill of "learning how to learn" and by stimulating their independent thinking. Programs include course-specific weekly structured study groups facilitated by highly trained peer leaders as well as course-specific weekly walk-in sessions facilitated by academic mentors in locations, at times and in formats convenient for the students. The Learning Center also offers individual consulting/coaching for academic skills such as time management, study skills, note taking, accessing resources and so on. Other services include fee-based graduate and professional school entrance preparation courses.

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

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

Office for International Students and Scholars. If a student is joining the university from a country other than the United States, this office can assist that individual through their orientation programs, issue certificates of eligibility (visa documents), and provide visa and immigration information. In addition, the office provides personal and cross-cultural counseling and arranges social, cultural and recreational activities that foster international understanding on campus.

The Office for International Students and Scholars is located on the Danforth Campus in the Danforth University Center at 6475 Forsyth Boulevard, Room 330. The office can be found on the Medical Campus in the Mid Campus Center (MCC Building) at 4590 Children's Place, Room 2043. For more information, visit the Office for International Students and Scholars website (<http://oiss.wustl.edu>) or call 314-935-5910.

Office of Military and Veteran Services is located in Umrath Hall on the Danforth Campus. This office serves as the university's focal point for military and veteran matters, including transitioning military-connected students into higher education, providing and connecting students with programs and services, and partnering across campus and in the community. Services include advising current and prospective students on how to navigate the university and maximize Department of Defense and Veterans Affairs (VA) educational benefits, transition support, Veteran Ally training for faculty and staff, veteran-unique programming, and connecting students to campus and

community resources. Military-connected students include veterans, military service members, spouses, dependent children, caregivers, survivors and Reserve Officer Training Corp cadets. There are two university policies that apply to students who still serve in the Armed Forces and students who use VA educational benefits:

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

Please visit the Military and Veteran Services website (<https://veterans.wustl.edu/>) or send an email to veterans@wustl.edu for more information.

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

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

The Writing Center. The Writing Center, a free service, offers writing advice to all Washington University undergraduate and graduate students. Tutors will read and discuss any kind of work in progress, including student papers, senior theses, application materials, dissertations and oral presentations. The Writing Center staff is trained to work with students at any stage of the writing process, including brainstorming, developing and

clarifying an argument, organizing evidence, and improving style. Rather than editing or proofreading, tutors will emphasize the process of revision and teach students how to edit their own work.

The Writing Center is located in Mallinkrodt Center on the lower level. Appointments (<http://writingcenter.wustl.edu>) are preferred and can be made online.

Student Health Services, Danforth Campus

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

Hours:

Monday, Tuesday and Thursday 8 a.m.-6 p.m.
Wednesday 10 a.m.-6 p.m.
Friday 8 a.m.-5 p.m.
Saturday 9 a.m.-1 p.m.

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

Medical Services staff members provide care for the evaluation and treatment of an illness or injury, preventive health care and health education, immunizations, nutrition counseling, physical therapy, and travel medicine and sexual health services. Habif Health and Wellness Center providers are participating members of the Washington University in St. Louis Physician's Network. Any condition requiring specialized medical services will be referred to an appropriate specialist. Habif accepts most health insurance plans and will be able to bill the plan according to plan benefits. The student health insurance plan requires a referral for medical care any time care is not provided at Habif (except in an emergency). Call 314-935-6666 or visit the Habif website to schedule an appointment (<http://shs.wustl.edu>).

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

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

The Habif Health and Wellness Center lab provides full laboratory services. Approximately 20 tests can be performed in the lab. The remainder of all testing that is ordered by Habif is completed by LabCorp. LabCorp serves as Habif's reference lab, and it is a preferred provider on the student health insurance plan. This lab can perform any test ordered by Habif providers or outside providers.

All incoming students must provide proof of immunization for measles, mumps, and rubella (i.e., two vaccinations after the age of one year old; a titer may be provided in lieu of the immunizations). Proof of receiving a meningococcal vaccine is required for all incoming undergraduate students. A PPD skin test in the past six months is required for students entering the university from certain countries; this list of countries may be found on the Habif website. It is also recommended that, during the five years before beginning their studies at Washington University, all students will have received the tetanus diphtheria immunization, the hepatitis A vaccine series, the hepatitis B vaccine series, and the varicella vaccine. Medical History Forms (<http://shs.wustl.edu>) are available online. Failure to complete the required forms will delay a student's registration and prevent their entrance into housing assignments. Please visit the Habif website for complete information about requirements and deadlines (<http://shs.wustl.edu>).

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

Health Promotion Services provides free programs and risk reduction information related to issues such as stress, sleep, sexual health and alcohol/other drugs. For more information, visit the Zenker Wellness Suite in Summers Recreation Center to learn about the programs on campus led by student peer health educators. Call 314-935-7139 or send an email to wellness@wustl.edu for more information.

In 2018, this department launched the **WashU Recover Group** to provide an opportunity for students in recovery from substance use to connect with other students with similar experiences. The group provides local resources, support, meetings and activities. Members have 24/7 access to a private facility to study, meet and socialize. The group is not a recovery program; it is a confidential resource that students can add to their support system. For more information, send an email to recovery@wustl.edu.

Important Information About Health Insurance, Danforth Campus

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

Student Health Services, Medical Campus

For information about student health services on the Medical Campus, please visit the Student & Occupational Health Services page (<https://wumhealth.wustl.edu/students/>) of the School of Medicine website.

Campus Security

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

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

The Campus2Home shuttle will provide a safe ride home for those living in four designated areas off campus — Skinker-DeBaliviere, Loop South, north of the Loop, and just south of the campus — from 6:00 p.m. to 4:00 a.m. seven days a week. The shuttle leaves from the Mallinckrodt Center every 30 minutes and

takes passengers directly to the front doors of their buildings. Shuttle drivers will then wait and watch to make sure passengers get into their buildings safely. Community members can track the shuttle in real time using the WUSTL Mobile App. The app can be downloaded free of charge from the Apple App Store or the Google Play Store.

The University Police Department is a full-service organization staffed by certified police officers who patrol the campus 24 hours a day throughout the entire year. The department offers a variety of crime prevention programs, including a high-security bicycle lock program, free personal-safety whistles, computer security tags, personal safety classes for women and men, and security surveys. Community members are encouraged to download and install the personal safety app Noonlight on their phones; this app allows users to call for help during emergencies. For more information about these programs, visit the Washington University Police Department website (<https://police.wustl.edu/Pages/Home.aspx>).

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

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

University Policies

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

Nondiscrimination Statement

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

Policy on Discrimination and Harassment

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

Sexual Harassment

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

For more information or to report a violation under the Policy on Discrimination and Harassment, please contact the following individuals:

Discrimination and Harassment Response Coordinator

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

Title IX Coordinator

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

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

Student Health

Drug and Alcohol Policy

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

Tobacco-Free Policy

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

Medical Examinations

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

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

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

Medical and immunization information is to be given via the Habif Health and Wellness Center (<http://shs.wustl.edu>) website. All students who have completed the registration process should access the website and create a student profile by using their

WUSTL Key. Creating a student profile enables a student to securely access the medical history form. Students should fill out the form and follow the instructions for transmitting it to the Habif Health and Wellness Center. Student information is treated securely and confidentially.

Student Conduct

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

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

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

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

For a complete copy of the Student Conduct Code (<https://wustl.edu/about/compliance-policies/academic-policies/university-student-judicial-code/>), visit the university website.

Undergraduate Student Academic Integrity Policy

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

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

Scope and Purpose

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

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

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

1. Plagiarism

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

- Enclose every quotation in quotation marks and acknowledge its source.
- Cite the source of every summary, paraphrase, abstraction or adaptation of material originally prepared by another person and any factual data that is not considered common knowledge. Include the name of author, title of work, publication information and page reference.
- Acknowledge material obtained from lectures, interviews or other oral communication by citing the source (i.e., the name of the speaker, the occasion, the place and the date).
- Cite material from the internet as if it were from a traditionally published source. Follow the citation style or requirements of the instructor for whom the work is produced.

2. Cheating on an Examination

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

3. Copying or Collaborating on Assignments Without Permission

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

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

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

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

- Use, copy or paraphrase the results of another person's work and represent that work as one's own, regardless of the circumstances.
- Refer to, study from or copy archival files (e.g., old tests, homework, solutions manuals, backfiles) that were not approved by the instructor.
- Copy another's work or permit another student to copy one's work.
- Submit work as a collaborative effort if they did not contribute a fair share of the effort.

4. Fabrication or Falsification of Data or Records

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

Examples of falsification include the following:

- Altering information on any exam, problem set or class assignment being submitted for a re-grade.
- Altering, omitting or inventing laboratory data to submit as one's own findings. This includes copying laboratory data from another student to present as one's own; modifying data in a write-up; and providing data to another student to submit as one's own.

5. Other Forms of Deceit, Dishonesty or Inappropriate Conduct

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

- Submit the same work, or essentially the same work, for more than one course without explicitly obtaining permission from all instructors. A student must disclose when a paper or project builds on work completed earlier in their academic career.

- Request an academic benefit based on false information or deception. This includes requesting an extension of time, a better grade or a recommendation from an instructor.
- Make any changes (including adding material or erasing material) on any test paper, problem set or class assignment being submitted for a re-grade.
- Willfully damage the efforts or work of other students.
- Steal, deface or damage academic facilities or materials.
- Collaborate with other students planning or engaging in any form of academic misconduct.
- Submit any academic work under someone else's name other than one's own. This includes but is not limited to sitting for another person's exam; both parties will be held responsible.
- Engage in any other form of academic misconduct not covered here.

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

Reporting Misconduct

Faculty Responsibility

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

Student Responsibility

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

Exam Proctor Responsibility

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

Procedure

Jurisdiction

This policy covers all undergraduate students, regardless of their college of enrollment. Cases will be heard by school-specific committees according to the school in which the class is listed rather than the school in which the student is enrolled. All violations and sanctions will be reported to the student's college of enrollment.

Administrative Procedures

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

Student Rights and Responsibilities in a Hearing

A student accused of an academic integrity violation — whether by a professor, an assistant in instruction, an academic integrity officer or another student — is entitled to do the following:

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

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

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

A student has the following responsibilities with regard to resolving the charge of academic misconduct:

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

Sanctions

If Found *Not* in Violation of the Academic Integrity Policy

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

If Found in Violation of the Academic Integrity Policy

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

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

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

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

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

Appeals

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

Records

Administrative Record-Keeping Responsibilities

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

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

Multiple Offenses

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

Reports to Faculty and Student Body

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

Graduate Student Academic Integrity Policies

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

Statement of Intent to Graduate

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

Student Academic Records and Transcripts

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

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

Transcript requests for Danforth Campus students may be submitted to the Office of the University Registrar through WebSTAC. The School of Medicine registrar (<http://registrar.med.wustl.edu/services/transcripts-and-certification/>) accepts requests for transcripts and certification records for students and alumni of Audiology and Communication Sciences, Biomedical Informatics, Biostatistics, Clinical Investigation, Genetic Epidemiology, Health Administration, Health Behavior Research, Nurse Anesthesia, Occupational Therapy, Pediatric Nurse Practitioner, Physical Therapy, Population Health Sciences, Psychiatric Epidemiology, the School of Dentistry and the School of Medicine. Instructions and additional information are available on the University Registrar website (<http://registrar.wustl.edu>).

University Affiliations

Washington University is accredited by the Higher Learning Commission (<https://www.hlcommission.org/>) (800-621-7440). Washington University is a member of the American Academy of Arts & Sciences, the American Association of University Women (AAUW), the American Council of Learned Societies (ACLS), the American Council on Education (ACE), the Association of American Colleges & Universities (AACU), the Association of American Universities (AAU), the College Board, the Hispanic Association of Colleges & Universities (HACU), the Independent Colleges and Universities of Missouri (ICUM), the National Association of Independent Colleges and Universities (NAICU), the National Council for State Authorization Reciprocity Agreements (NC-SARA), the Oak Ridge Associated Universities (ORAU), and the University Research Association (URA).

The College of Arts & Sciences is a member of the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the International Center for Academic Integrity (ICAI), the National Association of Fellowship Advisors (NAFA), the National Association of Advisors for Health Professions (NAAHP), and the Midwest Associate of Pre-Law Advisors (MAPLA).

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

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

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

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

The Olin Business School is a charter member (1921) of and accredited by the Association to Advance Collegiate Schools of Business International (AACSB). Olin Business School is also accredited by the Association of MBAs (AMBA).

In the McKelvey School of Engineering, many of the professional degrees are accredited by the Engineering Accreditation Commission of ABET (<http://abet.org>).

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

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

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

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

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

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

Brown School at Washington University in St. Louis

Our Vision

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

Our Mission

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

Message from Dean Mary M. McKay

The Brown School graduates innovative leaders in social work, public health and social policy — complementary professions aimed at supporting healthy and productive individuals, families, communities and systems.

Our collaborative and entrepreneurial community is dedicated to equity and committed to impact. We equip our students to think critically as social work and public health scientists, to succeed as independent investigators and to understand and address local, national and global challenges. The excellence and support of our renowned faculty, the diversity and dedication of our students, and the unique opportunities available through our School and Washington University create an unparalleled academic environment.

I encourage you to learn more about what we have created at the Brown School at Washington University in St. Louis. I hope you will join us in our important pursuit of knowledge and social change.

Contact Information

Brown School
Washington University in St. Louis
CB 1196
One Brookings Drive
St. Louis, MO 63130-4899

Phone: 314-935-6600
Email: brownschool@wustl.edu
Website: <https://brownschool.wustl.edu>

Faculty

Ruopeng An (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Ruopeng-An.aspx>)

Assistant Professor
PhD, Pardee RAND Graduate School

Wendy Auslander (<https://brownschool.wustl.edu/faculty-and-research/pages/wendy-auslander.aspx>)

Barbara A. Bailey Professor of Social Work
PhD, Brown School at Washington University

Derek Brown (<https://brownschool.wustl.edu/faculty-and-research/pages/derek-brown.aspx>)

Associate Professor
PhD, Duke University

Ross C. Brownson (<https://brownschool.wustl.edu/faculty-and-research/pages/ross-brownson.aspx>)

Steven H. and Susan U. Lipstein Distinguished Professor
Director, Prevention Research Center
PhD, Colorado State University

Sheretta Butler-Barnes (<https://brownschool.wustl.edu/faculty-and-research/pages/sheretta-butler-barnes.aspx>)

Associate Professor
PhD, Wayne State University

Leopoldo J. Cabassa (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Leopoldo-Cabassa.aspx>)

Associate Professor
PhD, Brown School at Washington University

Renee M. Cunningham-Williams (<https://brownschool.wustl.edu/faculty-and-research/pages/renee-cunningham-williams.aspx>)

Associate Professor
PhD, Brown School at Washington University
MPE, Washington University School of Medicine

F. Brett Drake (<https://brownschool.wustl.edu/faculty-and-research/pages/brett-drake.aspx>)

Professor
PhD, University of California, Los Angeles

Alexis Duncan (<https://brownschool.wustl.edu/faculty-and-research/pages/alexis-duncan.aspx>)

Associate Professor
PhD, Saint Louis University

Tonya Edmond (<https://brownschool.wustl.edu/faculty-and-research/pages/tonya-edmond.aspx>)

Professor
Associate Dean for Social Work
PhD, University of Texas at Austin

Christine C. Ekenga (<https://brownschool.wustl.edu/faculty-and-research/pages/christine-ekenga.aspx>)

Assistant Professor
PhD, New York University

Amy A. Eyler (<https://brownschool.wustl.edu/faculty-and-research/pages/amy-eyler.aspx>)

Associate Professor
PhD, Oregon State University

Vanessa Fabbre (<https://brownschool.wustl.edu/faculty-and-research/pages/vanessa-fabbre.aspx>)

Assistant Professor
PhD, University of Chicago

Patrick J. Fowler (<https://brownschool.wustl.edu/faculty-and-research/pages/patrick-fowler.aspx>)

Associate Professor
PhD, Wayne State University

Michal Grinstein-Weiss (<https://brownschool.wustl.edu/faculty-and-research/pages/michal-grinstein-Weiss.aspx>)

Shanti K. Khinduka Distinguished Professor of Social Work
Associate Dean for Policy Initiatives
Director, Envolve Center for Health Behavior Change
Associate Director, Center for Social Development
PhD, Brown School at Washington University

Shenyang Guo (<https://brownschool.wustl.edu/faculty-and-research/pages/shenyang-guo.aspx>)

Frank J. Bruno Distinguished Professor
Assistant Vice Chancellor for International Affairs - Greater China
PhD, University of Michigan

Debra Haire-Joshu (<https://brownschool.wustl.edu/faculty-and-research/pages/debra-haire-joshu.aspx>)

Joyce Wood Professor
Director, Center for Obesity Prevention & Policy Research
PhD, Saint Louis University

Ross Hammond (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Ross-Hammond.aspx>)

Associate Professor
PhD, University of Michigan

Jenine Harris (<https://brownschool.wustl.edu/faculty-and-research/pages/jenine-harris.aspx>)

Associate Professor
PhD, Saint Louis University

Tyriasa Howell (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Tyriasa-Howell.aspx>)

Assistant Professor
PhD, Howard University

Darrell L. Hudson (<https://brownschool.wustl.edu/faculty-and-research/pages/darrell-hudson.aspx>)

Associate Professor
PhD, University of Michigan

Lora Iannotti (<https://brownschool.wustl.edu/faculty-and-research/pages/lora-iannotti.aspx>)

Associate Professor
Associate Dean for Public Health
PhD, Johns Hopkins University

Sean Joe (<https://brownschool.wustl.edu/faculty-and-research/pages/sean-joe.aspx>)

Benjamin E. Youngdahl Professor of Social Development
Associate Dean for Faculty and Research
PhD, University of Illinois at Urbana-Champaign

Kimberly Johnson (<https://brownschool.wustl.edu/faculty-and-research/pages/kimberly-johnson.aspx>)

Associate Professor
PhD, University of Minnesota

Melissa Jonson-Reid (<https://brownschool.wustl.edu/faculty-and-research/pages/melissa-jonson-reid.aspx>)

Ralph and Muriel Pumphrey Professor of Social Work
Director, PhD Program in Social Work
Director, Center for Violence & Injury Prevention
PhD, University of California, Berkeley

Jack Kirkland (<https://brownschool.wustl.edu/faculty-and-research/pages/jack-kirkland.aspx>)

Associate Professor
MSW, Syracuse University

Trish Kohl (<https://brownschool.wustl.edu/faculty-and-research/pages/patricia-kohl.aspx>)

Associate Professor
PhD, University of North Carolina at Chapel Hill

Matthew Kreuter (<https://brownschool.wustl.edu/faculty-and-research/pages/matthew-kreuter.aspx>)

Kahn Family Professor of Public Health
Senior Scientist, Health Communication Research Laboratory
PhD, University of North Carolina at Chapel Hill

Husain Lateef (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Husain-Lateef.aspx>)

Assistant Professor
PhD, Arizona State University

Edward Lawlor (<https://brownschool.wustl.edu/faculty-and-research/pages/edward-lawlor.aspx>)

William E. Gordon Distinguished Professor Emeritus
PhD, Brandeis University

Carolyn Lesorogol (<https://brownschool.wustl.edu/faculty-and-research/pages/carolyn-lesorogol.aspx>)

Professor

Associate Dean for Global Strategy and Programs
PhD, Washington University

Douglas Luke (<https://brownschool.wustl.edu/faculty-and-research/pages/douglas-luke.aspx>)

Professor

Director, Doctoral Program in Public Health Science
Director, Center for Public Health Systems Science
PhD, University of Illinois

Timothy McBride (<https://brownschool.wustl.edu/faculty-and-research/pages/timothy-mcbride.aspx>)

Bernard Becker Professor

Co-Director, Center for Health Economics and Policy
PhD, University of Wisconsin-Madison

Mary McKay (<https://brownschool.wustl.edu/faculty-and-research/pages/mary-mckay.aspx>)

Professor

Neidorff Family and Centene Corporation Dean
PhD, University of Illinois at Chicago

Nancy Morrow-Howell (<https://brownschool.wustl.edu/faculty-and-research/pages/nancy-morrow-howell.aspx>)

Betty Bofinger Brown Distinguished Professor of Social Work

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

Von Nebbitt (<https://brownschool.wustl.edu/faculty-and-research/pages/von-nebbitt.aspx>)

Associate Professor

PhD, Brown School at Washington University

Sojung Park (<https://brownschool.wustl.edu/faculty-and-research/pages/sojung-park.aspx>)

Assistant Professor

PhD, University of Michigan

David Patterson (<https://brownschool.wustl.edu/faculty-and-research/pages/david-patterson.aspx>)

Associate Professor

PhD, University of Louisville

Byron Powell (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Byron-Powell.aspx>)

Assistant Professor

PhD, Brown School at Washington University

Enola K. Proctor (<https://brownschool.wustl.edu/faculty-and-research/pages/enola-proctor.aspx>)

Professor

Shanti K. Khinduka Distinguished Professor (2014-2018)

PhD, Washington University

Jason Q. Purnell (<https://brownschool.wustl.edu/faculty-and-research/pages/jason-purnell.aspx>)

Associate Professor

PhD, Ohio State University

Mark R. Rank (<https://brownschool.wustl.edu/faculty-and-research/pages/mark-rank.aspx>)

Herbert S. Hadley Professor of Social Welfare

PhD, University of Wisconsin

Rodrigo Reis (<https://brownschool.wustl.edu/faculty-and-research/pages/rodrigo-reis.aspx>)

Professor

PhD, Federal University of Santa Catarina, Florianopolis, Brazil

Deborah Salvo Dominguez (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Deborah-Salvo.aspx>)

Assistant Professor

PhD, Emory University

Michael Sherraden (<https://brownschool.wustl.edu/faculty-and-research/pages/michael-sherraden.aspx>)

George Warren Brown Distinguished University Professor

Director, Center for Social Development

PhD, University of Michigan

Fred Ssewamala (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Fred-Ssewamala.aspx>)

William E. Gordon Distinguished Professor

Director, International Center for Child Health and Development (ICHAD)

PhD, Brown School at Washington University

Lindsay Stark (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Lindsay-Stark.aspx>)

Associate Professor

DrPH, Columbia University

Vetta Sanders Thompson (<https://brownschool.wustl.edu/faculty-and-research/pages/vetta-sanders-thompson.aspx>)

E. Desmond Lee Professor of Racial and Ethnic Diversity

Associate Dean for Diversity, Inclusion and Equity

PhD, Duke University

Jean-Francois Trani (<https://brownschool.wustl.edu/faculty-and-research/pages/jean-francois-trani.aspx>)

Associate Professor

PhD, Institut d'Etudes Politiques de Paris, France

Practice Professors

Heather Cameron (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Heather-Cameron.aspx>)

Michael B. Kaufman Professor of Practice in Social

Entrepreneurship

PhD, York University, Toronto

Lorien Carter (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Lorien-Carter.aspx>)

Associate Professor of Practice
MSW, Brown School at Washington University

Peter Hovmand (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Peter-Hovmand.aspx>)

Professor of Practice
Director, Social System Design Lab
PhD, Michigan State University

Jessica Levy (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Jessica-Levy.aspx>)

Associate Professor of Practice
PhD, University of North Carolina at Chapel Hill

Ryan Lindsay (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Ryan-Lindsay.aspx>)

Associate Professor of Practice
Assistant Dean for Social Work
MSW, University of Michigan

Sarah Moreland-Russell (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Sarah-Moreland-Russell.aspx>)

Assistant Professor of Practice
PhD, Saint Louis University

Linda Raclin (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Linda-Raclin.aspx>)

Associate Professor of Practice
JD, Catholic University

Barry Rosenberg (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Barry-Rosenberg.aspx>)

Professor of Practice
MSW, State University of New York at Albany

Joe Steensma (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Joseph-Steensma.aspx>)

Professor of Practice
EdD, Indiana Wesleyan University

Susan Stiritz (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Susan-Stiritz.aspx>)

Associate Professor of Practice
PhD, Brown School at Washington University

Brad Tucker (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Brad-Tucker.aspx>)

Assistant Professor of Practice
PhD, Brown School at Washington University

Henry Webber (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Henry-Webber.aspx>)

Professor of Practice
Executive Vice Chancellor for Administration
MPP, Harvard University

Research Professors

Peg Allen (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Peg-Allen.aspx>)

Research Assistant Professor
PhD, Brown School at Washington University

Abigail Barker (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Abigail-Barker.aspx>)

Research Assistant Professor
PhD, University of Minnesota

Ana A. Baumann (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Ana-Baumann.aspx>)

Research Assistant Professor
PhD, Utah State University

Charlene Caburnay (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Charlene-Caburnay.aspx>)

Research Assistant Professor
PhD, Saint Louis University

Todd Combs (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Todd-Combs.aspx>)

Research Assistant Professor
PhD, University of Missouri-St. Louis

Beth Dodson (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Elizabeth-Dodson.aspx>)

Research Assistant Professor
PhD, Saint Louis University

Jin Huang (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Jin-Huang.aspx>)

Research Associate Professor
PhD, Brown School at Washington University

Maura Kepper (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Maura-Mohler-Kepper.aspx>)

Research Assistant Professor
PhD, Louisiana State University Health Sciences Center

Stephanie Mazzucca (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Stephanie-Mazzucca.aspx>)

Research Assistant Professor
PhD, University of North Carolina at Chapel Hill

Virginia McKay (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Virginia-Mckay.aspx>)

Research Assistant Professor
PhD, Oregon State University

Proscovia Nabunya (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Proscovia-Nabunya.aspx>)

Research Assistant Professor
PhD, University of Chicago

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

Kim Thuy Seelinger (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Kim-Thuy-Seelinger.aspx>)
Research Associate Professor
JD, New York University School of Law

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

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

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

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

Senior Lecturers & Scholars

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

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

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

Molly Metzger (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Molly-Metzger.aspx>)
Senior Lecturer
PhD, Northwestern University

Dalychia Saah (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Dalychia-Saah.aspx>)
Lecturer
MSW, Brown School at Washington University

Anna Shabsin (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Anna-Shabsin.aspx>)
Teaching Professor
MSW, Brown School at Washington University
JD, Washington University School of Law

Adjunct Faculty

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

Emeritus Faculty

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

Courses

Courses include the following:

- S15 SWCR (Core) (p. 19)
- S20 SWHS (History & Professional Theme) (p. 20)
- S30 SWDP (Direct Practice) (p. 22)
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- S40 SWSP (Social Policy) (p. 26)
- S48 SWSP (Social Policy) (p. 28)
- S50 SWSA (Social Administration) (p. 28)
- S55 MPH (Public Health) (p. 30)
- S60 SWCD (Community Development) (p. 41)
- S65 SWCD (Community Development) (p. 44)
- S70 SWPR (Practicum) (p. 45)
- S80 SCWK (Social Work) (p. 46)
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- S90 SWDT (Doctoral) (p. 50)

S15 SWCR (Core)

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

S15 SWCR 5007 Research Methods with Statistical Applications

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

Credit 3 units.

S15 SWCR 5011 Human Behavior

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

Credit 3 units.

S15 SWCR 5012 Social, Economic & Political Environment

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

Credit 3 units.

S15 SWCR 5015 Social Justice and Human Diversity

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

Credit 3 units.

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

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

Credit 3 units.

S15 SWCR 5039 Social Work Practice with Organizations and Communities

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

Credit 3 units.

S15 SWCR 5040 Social Welfare Policies and Services

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

Credit 3 units.

S15 SWCR 7600 BSW Intensive: Bridge to Brown

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

Credit 4 units.

S20 SWHS (History & Professional Theme)

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

S20 SWHS 1011 Theoretical & Empirical Bases for Practice with Children, Youth & Families

This course exposes students to theoretically based, empirically supported interventions that guide the assessment, treatment planning, intervention selection, implementation, and evaluation of outcomes in social work practice with children, youth and families (CYF). Prerequisites: S15-5011 & S15-5038.

Credit 3 units.

S20 SWHS 1022 Intimate Partner Violence: Theories, Problems and Issues

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

Credit 3 units.

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

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

Credit 3 units.

S20 SWHS 2010 Theories and Issues in Aging

Examines the theoretical and service issues connected to the study of the elderly from the multidisciplinary approach of gerontology. Considered are the biological, social, and psychological aspects of aging, and the nature and extent of service delivery systems for the aged and their families. Prerequisites: S15-5011 & S15-5038.

Credit 3 units.

S20 SWHS 3022 Health Behavior and Health Promotion

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

Credit 3 units.

S20 SWHS 5013 Poverty & Inequality in America

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

Credit 3 units.

S20 SWHS 5017 Management & Leadership of Organizations

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

Credit 3 units.

S20 SWHS 5018 Economic Realities of the American Dream

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

Same as I50 INTER D 5003

Credit 3 units. EN: S

S20 SWHS 5030 International Social Development

A comparative study of international social development, including patterns and issues in cross-national collaboration, selected problems in international social development, and a conceptual framework for analyzing social change. Pre/corequisite: S15-5012.

Credit 3 units.

S20 SWHS 5079 Community Development and American Cities

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

S20 SWHS 5081 Contemporary Theories and Issues in Behavioral Health

This course examines a range of theories and contemporary issues in mental health that relate to social work practice in mental health. Prerequisites: S15 5011 and S15 5038. Credit 3 units.

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

This course provides the theoretical and conceptual underpinnings of the concentration. It will examine the landscape and current state of the organizational system to achieve social impact, including strengths, weaknesses, opportunities and threats as well as the manner in which legal, social, economic and cultural forces shape organizational behavior. It will introduce the meaning, scope and rationale of the four interlinked concentration foci (leadership, management, innovation and entrepreneurship) and introduce key theories, concepts and frameworks that inform the entire curriculum, in particular organizational and leadership ambidexterity. Credit 3 units.

S20 SWHS 5751 Indigenous Knowledge, Values and Cultures

Surveys several major themes in the history and modern evolution of American Indian societies, cultures, values and laws. Examines indigenous societies and cultures before the arrival of Europeans. Explores the history of American Indians and Indian

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

S30 SWDP (Direct Practice)

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

S30 SWDP 5325 Child Maltreatment Prevention

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

S30 SWDP 5360 Youth Violence

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

S30 SWDP 5453 Principles of Clinical Interventions in Health

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

S30 SWDP 5503 Cognitive Behavior Therapy

Emphasis on the acquisition of direct practice skills using case examples, video and role-plays, with patients with depression, anxiety and personality disorders. Prerequisites: S15-5038.
Credit 3 units.

S30 SWDP 5504 Dialectical Behavior Therapy

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

S30 SWDP 5505 Interpersonal Psychotherapy

This course will help students gain knowledge and basic skills in Interpersonal Psychotherapy (IPT), an evidence-based treatment for depression. The course will include theoretical underpinnings of IPT, understanding the use of IPT in specific populations, and adaptations across cultures and psychiatric disorders. The course will review IPT techniques, common issues, and therapeutic skills. Specific opportunities to practice skills and techniques will be provided throughout the course. Prerequisite: S15-5038.
Credit 3 units.

S30 SWDP 5702 Applied Group Work Practice

Builds on the theoretical foundation and focuses on the basics of group work practice, including how to select members, how to begin and terminate group sessions, and how to evaluate group member outcomes. Prerequisite: S15-5038.
Credit 3 units.

S30 SWDP 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. (This course was previously S30 6211 Treatment of Mental Disorders.) Prerequisite: S15 5038. Prerequisites/Corequisites: S20 5081 and S30 5810.
Credit 3 units.

S30 SWDP 5810 Principles and Practices of Differential Diagnosis

This course will explore and extend generalist social work assessment skills to include the differential diagnosis process, with a specific focus on contextualizing behavior within sociocultural contexts. Prerequisite: S15 5038. Prerequisite/Corequisite: S20 5081, S20 1011, S20-1022, S20 1025, S20 2010, or S20 3022.
Credit 3 units.

S30 SWDP 6215 Global Mental Health

This course aims to provide participants with an in-depth understanding of the current debates that are shaping Global Mental Health (GMH) in Low and Middle Income Countries (LMICs). It examines the history of GMH, its key principles, policies and practices alongside the challenges inherent to their implementation in some of the most challenging contexts. Using practical examples of GMH interventions in the area of stigma, depression, trauma and the mental health of marginalized populations, students will be encouraged to critically engage with concepts relevant to social work, public health, sociology

and anthropology so as to reflect on the design, applicability and relevance of such interventions. Furthermore, the course will examine several key issues inherent to the field, such as the cultural validity of modern psychiatric diagnosis, as well as its research methods and assessment techniques. Guest speakers will include individuals working on the forefront of GMH application. The course is designed to compel future social workers to "think globally" but "act locally" when debating and addressing mental health issues in an international context. Credit 3 units.

S30 SWDP 7206 Contemporary Family Therapy

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

S30 SWDP 7325 Social Work Practice with Children in Families

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

S30 SWDP 7326 Social Work Practice with Youth in Families

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

S30 SWDP 7327 Aging Network Services

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

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

This course will provide the critical knowledge and skills relevant to understanding, engaging, assessing, intervening, and developing programs with individuals and communities at risk for suicidal behavior. The course begins by laying the theoretical groundwork by reviewing and synthesizing leading theories in suicidal behavior, ultimately landing on a behavioral definition of suicidal behavior. Additionally, identification of at-risk populations

and exploration of how risk and protective factors transact to generate risk profiles will set the stage for comprehensive suicide risk assessment and management procedures, including best-practice guidelines and documentation of risk and safety planning. Guidelines for working with clients who present with suicidal ideation, including frequent and chronic suicidality will be explored. Finally, a review of evidence-based prevention and postvention programs will provide students with a strong understanding of the spectrum of suicidal behaviors and broad-based interventions available. Prerequisite: S15-5038. Credit 3 units.

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

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

S30 SWDP 7815 Social Work Services in Public School Settings

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

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

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

S30 SWDP 7821 International Child Welfare

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

Credit 3 units.

S30 SWDP 9453 Principles, Practices and Services in Substance Use Disorder Treatment

This course explores evidence-based principles, practices, and services in substance use disorder treatment (previously Substance Use Disorders). Prerequisite: S15-5038. Pre/Corequisite: one of the following: S20-1011, S20-1022, S20-1025, S20-2010, S20-3022 or S20-5081.

Credit 3 units.

S30 SWDP 9455 Direct Social Work Practice with Older Adults

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

Credit 3 units.

S31 SWDP (Direct Practice)

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

S31 SWDP 4005 Indigenous Mental Health Practice

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

Credit 3 units.

S31 SWDP 4010 Social Work Practice in Early Childhood

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

Credit 3 units.

S31 SWDP 4100 Social Work Practice with Refugees and Immigrants

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

Credit 3 units.

S31 SWDP 4111 Parent-Child Interaction Therapy (PCIT)

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

Credit 3 units.

S31 SWDP 5122 Intervention Approaches with Women

Focuses on nonsexist ways to counsel women. Explores power and politics in the therapeutic relationship. Examines treatment modalities and skills for working with women. Prerequisite: S15-5038.

Credit 3 units.

S31 SWDP 5147 Core Concepts in Trauma Treatment for Children and Adolescents

This course will introduce students to the common concepts, components (intervention and treatment elements) and skills underlying evidence-based treatment for traumatized children and adolescents. Trauma is broadly defined and includes natural disasters, war, abuse and neglect, medical trauma and witnessing interpersonal crime (e.g. domestic violence). The course will highlight the role of development, culture and empirical evidence in trauma-specific interventions with children, adolescents and their families. It will address the level of

functioning of primary care giving environments and assess the capacity of the community to facilitate restorative processes. The course focuses on assessment and intervention; not treatment. Prerequisites: S15-5015 and S15-5038. Credit 3 units.

S31 SWDP 5152 Sex, Society, and Social Work: Issues and Interventions

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

S31 SWDP 5153 Sexual Health Across the Life Course

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

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

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

S31 SWDP 5155 Designing and Implementing Sexual Health Education, Sexual Pleasure, Power & Protection

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

S31 SWDP 5156 Media Methods for Disseminating Sexual Health Education

This course focuses on the use of media and technology as methods to promote positive sexual health behaviors and to disseminate sexual health education. Students will explore the many ways sex educators engage and assess community needs and create interventions to provide holistic, sex-positive, inclusive, and destigmatizing sex education to combat the health and behavior consequences of a sex-negative culture.

Students will practice translating evidence-based information to various technology and media methods, culminating with the development of their own media-based sexual health intervention.

Credit 3 units.

S31 SWDP 5157 Sex Trafficking

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

Credit 3 units.

S31 SWDP 5160 Interventions and Services in Integrated Behavioral Health Settings

New professional roles are open to social workers as a result of innovative policy and practice models in which mental health care is integrated, coordinated or co-located with medical care and social services. This course introduces students to the knowledge and skills required to deliver integrated behavioral and mental health services. Students will learn the benefits of integrated care; different models of integrated care; skills for client engagement, care coordination, and professional collaboration; and understanding of the data and infrastructure requirements to monitor and ensure effective care. The course will utilize published literature, websites, and practice examples to enhance student skills in a range of activities required to understand and engage in integrated behavioral and health care. Students' professional knowledge and competencies will be advanced, thereby enhancing their future professional skills. Competencies related to engaging, assessing, intervening, and evaluating individuals, families, and organizations will be developed.

Credit 3 units.

S31 SWDP 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.

S31 SWDP 5243 Social Work Practice with Gay, Lesbian, Bisexual and Transgender Populations

Focuses on developing the knowledge and practice skills necessary for effective, evidence-based practice with gay, lesbian, bisexual and transgender (g/l/b/t) persons and their families. Covers five major domains of practice with g/l/b/t persons: (a) theoretical and empirical knowledge to understand g/l/b/t persons across the life span; (b) the unique psychosocial concerns and issues of g/l/b/t clients and their families of choice/origin. Particular attention paid to issues of race/ethnicity, culture, age, disability, religion and class as they impact sexual minority populations; (c) identification and implementation of

capacity-building interventions with g/l/b/t persons; (d) social work values, ethics and social justice concerns surrounding g/l/b/t population; and (e) intervention strategies for building inclusive agencies, organizations and institutions. Students actively examine their own values and attitudes and their professional use of self in their practice with g/l/b/t populations. Prerequisite: S15-5038.

Credit 3 units.

S40 SWSP (Social Policy)

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

S40 SWSP 5601 MSP International Short Course I

For MSP students only: Advancing Equity Through Policy. This course will reinforce and strengthen the student's policy skills while introducing specific social welfare policy issues with significance to social work, public health, and the people and communities typically served by these professions.

Credit 2 units.

S40 SWSP 5602 MSP International Short Course II

Credit 2 units.

S40 SWSP 5603 Policy & Program Development: Using a Gender Equity Lens

Restrictive gender norms and gender inequalities play a fundamental and cross-cutting role in predicting health and development outcomes. As such, governmental and non-governmental organizations are increasingly adopting policies and strategies aimed at reducing gender inequalities and enabling women and girls to realize their full potentials. This course will review current gender-integrated policies from key global funders and multilateral and bilateral organizations. Then, using case studies from around the world, students will complete a gender analysis, learning how to identify, understand, and explain gender-based health and development gaps and the relevance of gender norms and power relations in specific contexts. Students will learn how to view all steps of program and policy development through a "gender lens," including the stages of planning, implementation, and evaluation. Priority registration for MSP students. Space permitting, MSW and MPH students may enroll for elective credit.

Credit 1 unit.

S40 SWSP 5604 Public Economics and Policy Analysis:

Tools for Understanding and Advancing Equity

Advanced policy skills and the ability to analyze and advocate for policies that advance equity are critical for advancing social change across the fields of social work, public health, and social policy. Policy practitioners committed to understanding and advancing equity must know both the economics and policy theories underlying models of policy analysis, implementation, and evaluation as well as how decision makers are considering equity (or not) in their planning and actions. This course will introduce basic public economics principles (microeconomics) and the major roles of government. These are reviewed and developed specifically from the lenses of efficiency and equity. Topics covered include economic and political motivations for government intervention and services, revenue (taxation and

fees), and expenditures (social programs, public goods, and services). Students then translate theory into real-world practice in various settings (e.g., government, community nonprofit, advocacy, research & think tank, business and industry). This course will reinforce and strengthen student policy skills through specific social welfare policy issues that are significant drivers of outcomes and of immense relevance to social work, public health, social policy, and the populations and communities these fields are committed to serving. Priority registration for MSP students. Space permitting, MSW and MPH students may enroll for elective credit.

Credit 2 units.

S40 SWSP 5605 The Arc of Justice: Exploring U.S. Civil Rights Policy

This course will provide students with a solid foundation of civil rights policy in the United States as it relates to the policy-making process, laying both practical and theoretical foundations. The course will briefly review the U.S. government and policymaking process, examine the three branches of government and the values lawmakers use to guide legislative decisions, and discuss the theories and practices around civil rights, focusing on the ideals of liberty, justice and equality. Priority registration for MSP students. Space permitting, MSW and MPH students may enroll for elective credit.

Credit 1 unit.

S40 SWSP 5620 Advanced Policy Analysis: Policy Impact Assessment

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

Credit 3 units.

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

This course focuses on the advocacy, development and implementation of policy knowledge and practice skills in all three branches of government, producing policy professionals who will be ready to create solid change. This is a hands-on course with direct applicability to policy practice. MSW Prerequisite: S15 5040.

Credit 3 units.

S40 SWSP 5640 Influencing Policy Implementation

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

Credit 3 units.

S40 SWSP 5650 Benefit-Cost Analysis

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

Credit 3 units.

S40 SWSP 5742 Health Administration and Policy

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

Credit 3 units.

S40 SWSP 5749 American Indian Social Welfare Policies and Administrative Practices

Studies United States policies on American Indian education, health, and mental health from early treaty provisions to the present. Discusses the impact of policy on service delivery and implications for the future. Pre- or corequisite: S15-5040.

Credit 3 units.

S40 SWSP 5771 Policy & Services for Children & Youth

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

Credit 3 units.

S40 SWSP 5780 Social Policy & Aging

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

Credit 3 units.

S40 SWSP 5784 Regulating Sex: Social Work Perspectives

This course examines how social forces combine with sexuality in contact zones across history to produce, suppress, and shape sexual norms, values, conduct, and institutions. It examines how forces of change — including discourses of religion, law, sexology, gender, race, lookism, ageism, consumerism, medicine, social work, and more — have both served as regulatory tools and as objects changed by changing notions of sexuality and changing sexual practices. Special attention is paid in this course to how social work has targeted, policed, and supported 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.

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

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

Credit 3 units.

S40 SWSP 5830 Policy Design Lab

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

Credit 3 units.

S40 SWSP 5842 Social Policy Analysis & Evaluation

Evaluates the effectiveness of various state and federal policies regarding health, mental health, child welfare, aging, and income maintenance. Prerequisites: S15-5005 & S15-5040.

Credit 3 units.

S40 SWSP 5861 Domestic Social & Economic Development

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

Credit 3 units.

S40 SWSP 5862 International Social and Economic Development Policy

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

Credit 3 units.

S40 SWSP 5863 Special Topics: Human Rights Policy

In this course, we will explore the history, key theoretical debates, policy implications, and advocacy strategies related to the human rights movement. The class will approach human rights issues and situations from the perspective of a social worker. We will examine the different formal and

informal institutions that work to promote, as well as hinder, the realization of human rights using case studies. Finally, the class will explore the effectiveness of different advocacy tools to address human rights violations in various contexts. Prerequisite: S15-5040.

Credit 3 units.

S48 SWSP (Social Policy)

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

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. (Previously Mental Health Policy)

Credit 3 units.

S50 SWSA (Social Administration)

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

S50 SWSA 5011 Economics of Social Welfare

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

Credit 3 units.

S50 SWSA 5019 Leading and Managing Employees, Volunteers & Teams

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

Credit 3 units.

S50 SWSA 5030 Financial Management

This course provides an understanding of accounting (non-profit and for-profit), financial reporting, budgeting processes and financial management. Students will learn to read and interpret financial reports, to prepare and manage line, functional and program budgets, and to conduct assessments of financial health. Students will learn best practices regarding financial

controls, cash management, risk management, auditing, and the roles of key financial players. Students will become familiar with financial management tools (formerly Budgeting & Financial Management). Prerequisite: S15-5038.

Credit 3 units.

S50 SWSA 5033 Special Topics: Brown Consulting

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

Credit 3 units.

S50 SWSA 5050 Evaluation of Programs and Services

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

Credit 3 units.

S50 SWSA 5052 Leadership & Governance

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

Credit 3 units.

S50 SWSA 5060 Social Entrepreneurship

Social entrepreneurship refers to the practice of combining innovation, resourcefulness and opportunity to address critical social and environmental challenges. Social entrepreneurs focus on transforming systems and practices to enable human potential and to create sustainable systems change. We will learn how social entrepreneurs have responded to social challenges through creating companies. What are the strengths and weaknesses of this approach compared to "traditional" nonprofit management, activism, and social justice movements? Students will learn the basics of entrepreneurship, and work with selected student and community entrepreneurs on developing a business impact plan. Students who are interested in developing an existing minimum viable product (i.e., prototype of a viable idea) or project in the class should contact the instructor in advance. However, if you are wanting to develop an idea and test if it is viable, you should consider the Social Innovation class (S50 SWSA 5063). The Social Entrepreneurship class is directed toward students who a) have a project that is past the idea stage (i.e., you have a Minimally Viable Product) or b) students who may not have their own idea/project but wish to work on a business impact plan in a team. The deliverable for this class

is a business impact plan, the standard reporting document for Ashoka fellows. This course fulfills 3 credits in Leadership/Management. Prerequisite for SW students: S15-5038. Same as B63 MGT 500T, B63 MGT 500U.

Credit 3 units. EN: S

S50 SWSA 5061 Business Planning for New Enterprises — The Hatchery

In this course, student teams pursue their own business idea or support outside entrepreneurs by researching, writing, and pitching business plans for new commercial or social ventures. Enrolled students can recruit a team to work on their own business idea, or can join a team working on another's idea. Outside entrepreneurs and scientific researchers wishing to recruit student teams must apply in advance to be considered for student selection. Most of the work is done outside the classroom with the support of mentors, advisors and the instructor. Classes are held once per week for the first half of the semester. Workshops and rehearsals are required in the second part of the term. Students make final presentations to a panel of outside judges including venture capitalists, angel investors, entrepreneurs and people involved with early stage ventures. Recommended prerequisites: Introduction to Entrepreneurship (MGT 521), or Social Entrepreneurship (MGT 500T), or Entrepreneurial Engineering (EECE 480). Same as B63 MGT 524

Credit 3 units.

S50 SWSA 5063 Social Innovation

Humans are highly social and also highly creative. The progress of civilization rests on massive social innovations in living together peacefully, organizing work of all kinds, establishing rules of conduct, building knowledge, creating art and shared stories, distributing resources, governing fairly and effectively, and promoting health and well-being. In the absence of these social foundations, which are so often taken for granted, human technological and economic advancement would not be possible. Social innovation refers to establishing new patterns of social relationships, organization, services, products, programs and policies. The process of social innovation is constant and occurs at multiple levels. Social innovation changes basic patterns and routines, and changes resource and authority flows. Successful social innovation has broad impacts and durability, leading to meaningful and sustained change. This course focuses on the history of social innovation, the meaning of social innovation in our time, and practical strategies to build skills for social innovation. Detailed case examples of social innovation in different spheres and sectors will be presented, including the instructors' experiences in social innovation. The class will function as a large team and in sub-teams. Students will identify a social change goal, apply course ideas, co-create an innovative strategy, and design processes that can lead to implementation, testing, and eventual success. High levels of commitment, engagement, teamwork and performance are expected. Prerequisite: S15-5038.

Credit 3 units.

S50 SWSA 5064 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.
Credit 3 units.

S50 SWSA 5069 Developing Programs In Health and Social Service Settings

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

S50 SWSA 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. (Replaces S50 5066.) Prerequisite: S15 5038.
Credit 3 units.

S50 SWSA 5072 Special Topics in Mental & Behavioral Healthcare

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

S50 SWSA 5380 Health Impact Assessment in Australia

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

Same as S55 MPH 5380

Credit 3 units.

S55 MPH (Public Health)

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

S55 MPH 4003 Global Burden of Disease: Methods and Applications

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

Same as M19 PHS 5656

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

S55 MPH 5000 Research Methods

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

S55 MPH 5001 Health Behavior and Health Promotion

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

S55 MPH 5002 Epidemiology

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

S55 MPH 5003 Biostatistics

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

S55 MPH 5004 Health Administration and Policy

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

S55 MPH 5005 Environmental Health

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

S55 MPH 5010 Cross-Cutting Themes in Public Health

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

S55 MPH 5011 Epidemiology Methods

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

S55 MPH 5041 Skill Lab: Grantwriting: Foundation Grants

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

S55 MPH 5042 Skill Lab: Grantwriting: Government Grants

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

S55 MPH 5060 Social Entrepreneurship

Social entrepreneurship refers to the practice of combining innovation, resourcefulness, and opportunity to address critical social and environmental challenges. Social entrepreneurs focus on transforming systems and practices to enable human potential and to create sustainable systems change. We will learn how social entrepreneurs have responded to social challenges through creating companies. What are the strengths

and weaknesses of this approach as compared to "traditional" nonprofit management, activism, and social justice movements? Students will learn the basics of entrepreneurship and work with selected student and community entrepreneurs on developing a business impact plan. Students who are interested in developing an existing minimum viable product (i.e., a prototype of a viable idea) or project in the class should contact the instructor in advance. However, students who want to develop an idea and test whether it is viable should consider taking Social Innovation (S50 SWSA 5063). The Social Entrepreneurship course is directed toward (1) students who have a project that is past the idea stage (i.e., those with minimally viable products) and (2) students who may not have their own idea/project but wish to work on a business impact plan as part of a team. The deliverable for this class is a business impact plan, which is the standard reporting document for Ashoka fellows. This course can be used toward the fulfillment of the Leadership and Management requirement. Prerequisite for social work students: S15 5038. Same as B63 MGT 500T and B63 MGT 500U. Same as S50 SWSA 5060. Credit 3 units. EN: S

S55 MPH 5063 Social Innovation

Humans are highly social and also highly creative. The progress of civilization rests on massive social innovations in the areas of living together peacefully, organizing work of all kinds, establishing rules of conduct, building knowledge, creating art and shared stories, distributing resources, governing fairly and effectively, and promoting health and well-being. In the absence of these social foundations, which are so often taken for granted, human technological and economic advancement would not be possible. Social innovation refers to establishing new patterns of social relationships, organization, services, products, programs, and policies. The process of social innovation is constant, and it occurs at multiple levels. Social innovation changes basic patterns and routines as well as resource and authority flows. Successful social innovation has broad impacts and durability, leading to meaningful and sustained change. This course focuses on the history of social innovation, the meaning of social innovation in our time, and practical strategies to build skills for social innovation. Detailed case examples of social innovation in different spheres and sectors will be presented, including the instructors' experiences in social innovation. The students will function as a large team and also in smaller sub-teams. Students will identify a social change goal, apply course ideas, co-create an innovative strategy, and design processes that can lead to implementation, testing, and eventual success. High levels of commitment, engagement, teamwork, and performance are expected. Prerequisite: S15 5038. Same as S50 SWSA 5063. Credit 3 units.

S55 MPH 5082 Foundations of Geographic Information Systems (GIS) for the Applied Social Sciences

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

Same as S65 SWCD 5082
Credit 3 units.

S55 MPH 5102 Global Health

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

S55 MPH 5107 Policy, Politics, and Power in Global Health

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

S55 MPH 5108 Applied Qualitative and Participatory Methods

This course is designed to familiarize students with the perspectives, methods, and techniques of qualitative and participatory research. The course covers both the theoretical foundations of qualitative inquiry and a variety of methods of data collection. The class will use examples from and discuss how these methods are used in global research. Student fieldwork projects, which are carried out concurrently with classroom lectures and activities, are a central part of the course. Prospective students should note that this course requires significant time spent outside of class arranging interviews and then collecting, transcribing and summarizing data. This course enrollment is reserved for six PhD students, four MSW students, and four MPH students. Credit 3 units.

S55 MPH 5117 Translating Epidemiology into Policy

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

S55 MPH 5120 Health Economics

In this course, students will learn how to apply economic tools to the study of health and medical care issues. The course will examine the special features of medical care markets, the demand for health and medical care services, the economic explanations for the behavior of medical care providers (i.e., physicians and hospitals), the functioning of insurance markets, cost and comparative effectiveness, the economics of public health, and technology diffusion. Also examined will be the role of, and economic justification for, government involvement in

the medical care system. The tools developed in the course will be used in discussions of current policy topics such as health reform, insurance reform, incentives for health behavior, rationing, and price regulation.

Credit 3 units.

S55 MPH 5121 Quantitative Methods for Health Policy Analysis

This course will introduce students to additional methods and topics in economic evaluation of health (health care and public health) and health services research (HSR). Students will learn the differences, strengths, and weaknesses of different approaches at a "user" level. Students will produce a project in which they focus on either the economic evaluation or HSR side to evaluate public health policies or problems. Prerequisite: Health Economics (S55-5120) or permission of instructor.

Credit 3 units.

S55 MPH 5122 Health, Politics, and Policy

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

Credit 3 units.

S55 MPH 5129 TPS: Public Health in St. Louis

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

Credit 3 units.

S55 MPH 5132 TPS: Global Mental Health

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

speakers will include individuals working on the forefront of GMH application. The course is designed to compel future social workers to "think globally" but "act locally" when debating and addressing mental health issues in an international context.

Same as S30 SWDP 6215

Credit 3 units.

S55 MPH 5133 Fundamentals of Mental Health for Public Health

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

Credit 3 units.

S55 MPH 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. This course fulfills 1 credit in Leadership/Management.

Same as S81 SKILL 5141

Credit 1 unit.

S55 MPH 5142 Skill Lab: Program and Project Management

This course focuses on key program and project management competencies and principles that are critical to executing successful projects. Students will learn about planning, scheduling, organizing, and controlling projects and will apply these concepts using case studies and small group projects. This course fulfills 1 credit in Leadership/Management.

Same as S81 SKILL 5142

Credit 1 unit.

S55 MPH 5143 Skill Lab: Volunteer Management

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

Same as S81 SKILL 5143

Credit 1 unit.

S55 MPH 5144 Skill Lab: Fundraising Design and Management

This course will provide skills in developing and implementing a strategic fundraising program, including setting goals, choosing fundraising techniques, interfacing with staff and volunteers, data management and evaluating results. This course fulfills 1 credit in Leadership/Management.

Same as S81 SKILL 5144

Credit 1 unit.

S55 MPH 5145 Skill Lab: Budget Management

This course will provide skills in budgeting, budget management and reporting, using commonly available software. It will include both line item and program budgeting models, and the basics of grant reporting. It will connect budgeting to the overall process of financial management. This course fulfills 1 credit in Leadership/Management.

Same as S81 SKILL 5145

Credit 1 unit.

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

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

Same as S81 SKILL 5140

Credit 1 unit.

S55 MPH 5147 Skill Lab: Effective Meeting Management and Group Facilitation

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

Same as S81 SKILL 5147

Credit 1 unit.

S55 MPH 5148 Leadership at Brown

Leadership at Brown is part of a school-wide curricular and cocurricular program to provide knowledge of the leadership process and practical skills for increasing students' ability to lead informally as well as from authority-based positions. It will cover basic concepts surrounding leadership, power and influence as well as practical skills such as power analysis, coalition building, and the use of narrative and story to effect change in groups, organizations and society. This course counts toward required management and leadership credits for the MSW and required skill labs for the MPH. Second-year students only.

Same as S81 SKILL 5148

Credit 1 unit.

S55 MPH 5153 Sexual Health Across the Life Course

With the use of a biopsychosocial perspective, this course will trace sexual development across the life course, examining sexual issues typical from childhood through the ninth decade. The ways that sexuality is used oppressively will be balanced with views of sexuality as a source of empowerment. Although rape, sexual assault and coercion, gender stereotyping, homophobia, and transphobia will be addressed, so will sexual sources of pleasure and agency. Students will

familiarize themselves with the tailoring of sexual history taking and interventions to fit clients' identities, strengths, and vulnerabilities. A spectrum of sexualities will be studied, including straight, bi, intersexed, asexual, queer, gay, lesbian, transgendered, and fluid. The course also considers how disability, race, class, ethnicity, and other statuses intersect with sexualities. Theoretical articles, films, short stories, newspaper articles, and explicit material serve as catalysts for learning and classroom discussion. Tools and techniques studied include narrative therapies, motivational interviewing, asset and needs mapping, the sexual genogram, the sexual ecosystem questionnaire, solution-focused therapy, coaching, photovoice, intravention work, and critical incident analysis. Students examine how developing the skills, knowledge, and attitudes needed to discuss and work with sexuality are critical to personal freedom, human rights, social work ethics, and social work practice. This course is designed for the social work professional either preparing for a specialization in sexuality education and/or therapy or wanting to address sexual health issues in other social work specialties.

Same as S31 SWDP 5153

Credit 3 units.

S55 MPH 5177 Skill Lab: Strategic Planning and Execution

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

Same as S81 SKILL 5177

Credit 1 unit.

S55 MPH 5230 Applied Linear Modeling

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

Credit 3 units.

S55 MPH 5240 Planning, Implementation, & Evaluation Evidence-Based Programs & Interventions

This course focuses on program evaluation, outcomes research, cost effectiveness research, methods for executing and evaluating health education intervention plans, quantitative and qualitative methods and their application to public health practice. Prerequisite: S55-5000 Research Methods.

Credit 3 units.

S55 MPH 5245 Advanced Data Analysis

Students will be provided with an introduction to theory and analytical techniques commonly employed in the practice of public health through mini-lectures and a hands-on experiential learning approach. Students will work in teams to develop and conduct a project, choosing from real-world public health datasets. Mini-lectures will address theory as well as practical tools and in class exercises will be focused on application

of the theories and tools. Homework will be assigned that provides students with further opportunity to gain competency in strategies that can be employed to analyze public health data. The course will also provide students with the opportunity to develop skills in data visualization strategies, conducting reproducible research, presenting projects, and effectively responding to constructive critiques. Prerequisites: S55-5002: Epidemiology ; S55-5003: Biostatistics; S55-5230: Applied Linear Modeling; basic competency in R, or motivation to learn R or by instructor permission. MPH students: Enrollment is by permission of instructor only.
Credit 3 units.

S55 MPH 5254 Using Administrative Data for Health Services Research

The objective of this advanced graduate course is to prepare highly motivated students to perform health services research using administrative data. Lectures will provide tutorials on national administrative databases, review journal articles using these databases, instruction in SAS programming and application of health services research methods using administrative databases. Strengths and limitations of large databases that are commonly used for research will be considered, and special attention will be devoted to large federal databases that are readily available to new investigators. Students will learn how to obtain, link, and analyze large databases, understand the key issues related to data security and confidentiality, and become knowledgeable about key methodologic issues in observational studies using administrative data. Students will evaluate published studies based on large administrative databases, develop a health services research proposal and complete a short research project that uses administrative data.
Same as M19 PHS 5254
Credit 3 units.

S55 MPH 5255 Systematic Review and Meta-analysis

A systematic review attempts to identify, appraise and synthesize all of the empirical evidence that meets prespecified eligibility criteria to answer a given research question. A meta-analysis refers to the statistical methods used for contrasting and combining results from different studies in the hope of identifying patterns, sources of disagreement, and/or other interesting relationships that may come to light in the context of multiple studies. There are three learning objectives for this course: (1) to deepen the student's understanding of the key concepts and essential methods of a systematic review and meta-analysis through lectures and reading assignments; (2) to help students master the basic skills needed to conduct a systematic review and meta-analysis through hands-on exercises and projects; and (3) to help students complete a publication-quality systematic review or meta-analysis of their own choice as the final project of this course. Prerequisite for MPH students: S55-5240; permission from instructor for PhD students.
Credit 3 units.

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

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

S55 MPH 5321 TPS: Global Hunger and Undernutrition

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

S55 MPH 5322 TPS: Interrogating Health, Race & Inequalities

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

Same as I50 INTER D 4001
Credit 3 units.

S55 MPH 5323 TPS: Climate Change and Public Health

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

Credit 3 units.

S55 MPH 5325 TPS: Child Maltreatment Prevention

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

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

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

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

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

will take place in June 2020 over approximately 10 days in collaboration with the School of Government at Universitas Los Andes. There will also be a two to three-day site visit outside of Bogota, likely to Cucuta, a refugee-receiving area. Credit 3 units.

S55 MPH 5351 TPS: Poverty, Law, and the Health of Communities

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

S55 MPH 5355 TPS: Popular Culture and Public Health

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

S55 MPH 5360 TPS: Youth Violence

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

projects seeking to address this problem in the completion of major course assignments. Special attention is paid to how evidence-based programming must be used in concert with feasibility given community, culture and resource factors.

Credit 3 units.

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

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

Credit 3 units.

S55 MPH 5374 TPS: Global Reproductive Health

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

Credit 3 units.

S55 MPH 5380 TPS: Health Impact Assessment in Australia

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

project, or plan, identifying health benefits and consequences, potential approaches to quantify or qualify how the project may change health determinants, and recommendations for alternatives or improvements.

Credit 3 units.

S55 MPH 5381 TPS: Sustainability, Development and Health: Costa Rica

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

Credit 3 units.

S55 MPH 5382 TPS: Designing Sustainable Social Policies & Programs: A System Dynamics Approach

This course focuses on designing sustainable policies and programs by using principles and practices of modeling dynamic systems in the sciences, the social sciences, engineering, business, and social work. It covers model structure and its relationships to prior knowledge and assumptions, measurable quantities, and ultimately its use for solving problems. Application areas include social interventions, policy-making, business, and engineering systems. Prerequisites: S15 5007 and S15 5040.

Same as S65 SWCD 5660

Credit 3 units. EN: TU

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

This course will present an introduction to the methods of predictive modeling, with applications to both genetic and clinical data. Basic concepts and philosophy of supervised and unsupervised data mining as well as appropriate applications will be discussed. Topics covered will include multiple comparisons adjustment, cluster analysis, self-organizing maps, principal component analysis, and predictive model building through logistic regression, classification and regression trees (CART), multivariate adaptive splines (MARS), neural networks, random forests, and bagging and boosting. Approaches to validation will be discussed and strategies for estimation of added value with expanded variable lists will be a key focus of this applied quantitative methods course. Course note: Biostatistics I and II (M21-560 and M21-570) are required prerequisites. If you are not a student in the MPHS program, please contact the program regarding registration.

Same as M19 PHS 527
Credit 2 units.

S55 MPH 5550 Randomized Clinical Trials

This course provides a comprehensive introduction to randomized controlled clinical trials. Topics include types of clinical trials research (efficacy and effectiveness trials), study design, treatment allocation, randomization and stratification, quality control, analysis, sample size requirements, patient consent, data safety and monitoring plans, reporting standards, and interpretation of results. Course activities: lectures, manuscript critiques, class project, paper Course note: Students are strongly encouraged to have taken or be concurrently enrolled in M21-560. If you are not a student in the MPH program, please contact the program regarding registration. Same as M19 PHS 550
Credit 3 units.

S55 MPH 5551 Systematic Reviews and Meta-Analysis

Introduction to the use of meta-analysis and related methods used to synthesize and evaluate epidemiological and clinical research in public health and clinical medicine. Concepts introduced and illustrated through case studies of public health and medical issues. Course activities: lectures, class discussion, group project, paper. Stata IC required. Course note: M21-570 required prerequisite. If you are not a student in the MPH program, please contact the program regarding registration. Same as M19 PHS 551
Credit 3 units.

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

The course - multilevel and longitudinal data analyses for clinical research is designed for medical students, clinicians and health researchers. The course is an extension of the intermediate biostatistics (M19-512, instructor Yan Yan). The topics include basic statistical concepts and methods for various types of clinical data (continuous, categorical, count, and time-to-event outcome data) in multilevel and longitudinal settings. Through lectures, SAS labs, and homework assignments, students will understand the basic statistical concepts and methods for the four types of clinical outcome data in multilevel and longitudinal settings, will be able to address clinical research questions using these concepts and methods, will be able to perform basic data analyses on these types of data with SAS software, will be able to interpret the results in the context of clinical research. Same as M19 PHS 610
Credit 3 units.

S55 MPH 5620 Advanced Policy Analysis: Policy Impact Assessment

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

S55 MPH 5650 Benefit-Cost Analysis

This course prepares students to design, interpret, and conduct a fundamental type of economic evaluation for a variety of policy settings: the benefit-cost analysis (BCA). Students also compare BCA with other common techniques of economic evaluation, including cost-effectiveness, cost-utility analysis, and budget impact analysis. MSW Prerequisite: S15 5040. MSP Prerequisite: S50 5011. Same as S40 SWSP 5650
Credit 3 units.

S55 MPH 5701 Practicum — MPH Program

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

S55 MPH 5702 Practicum II for MPH Students

Credit variable, maximum 3 units.

S55 MPH 5703 MPH Practicum III

Credit variable, maximum 3 units.

S55 MPH 5711 MPH Elective Practicum I

Students must consult with their Office of Field Education adviser prior to registering for this course.
Credit variable, maximum 3 units.

S55 MPH 5712 MPH Elective Practicum II

Students must consult with their Office of Field Education adviser prior to registering for this course.
Credit variable, maximum 2 units.

S55 MPH 5713 MPH Elective Practicum III

Students must consult with their Office of Field Education adviser prior to registering for this course.
Credit 1 unit.

S55 MPH 5800 MSW/MPH Dual-Concentration Practicum I

The MSW/MPH Dual-Concentration Practicum provides learning activities that meet the accreditation requirements of both MSW and MPH accrediting bodies. Students must select a practicum site that is affiliated for both programs. Students will complete a dual ELA to identify learning activities. A site visit and final evaluations will be used to assess student learning and provide a final grade. Prerequisite: completion of MSW Foundation Practicum.
Credit variable, maximum 3 units.

S55 MPH 5801 Independent Study

S55 MPH 5802 MSW/MPH Dual Concentration Practicum II

Prerequisite: MSW/MPH Dual Concentration Practicum I.
Credit variable, maximum 2 units.

S55 MPH 5803 MSW/MPH Dual Concentration Practicum III

Prerequisite: MSW/MPH Dual Concentration Practicum II.
Credit 1 unit.

S55 MPH 5905 Culminating Experience — CACE Prep Course

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

S55 MPH 5906 Culminating Experience — CACE Exam

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

S55 MPH 5907 Capstone I

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

S55 MPH 5908 Capstone II

The purpose of Capstone II is for students to draft and finalize the capstone project proposed during Capstone I. Students will work independently and have regular progress meetings with the faculty instructor for their course section. Upon completion of their capstone projects, students will also perform a self-learning reflection by completing an MPH competency self-assessment. Prerequisite: S55 5907.
Credit 1 unit.

S55 MPH 5910 Public Health Seminar I

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

S55 MPH 5920 Public Health Seminar II

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

S55 MPH 5925 Public Health and Urban Design Seminar I

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

S55 MPH 5926 Public Health & Urban Design Seminar II

Semester 2. This seminar brings together students from the MPH Urban Design specialization at the Brown School and MUD students (Master of Urban Design) from the Sam Fox School of Design for a monthly exchange with faculty from both programs as well as practicing urban design specialists. Sessions will engage students in discussions and analysis of real-world urban challenges, and provide the opportunity to process and apply skills from their specialization course work and experiences from their practicum and culminating experience. This seminar course is required for students in the Urban Design specialization.

S55 MPH 5960 Skill Lab: Statistical Analysis: SAS

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

S55 MPH 5961 Skill Lab: Statistical Analysis Using Stata

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

Credit 1 unit.

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

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

Credit 1 unit.

S55 MPH 5964 Skill Lab: Manuscript Development

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

Credit 1 unit.

S55 MPH 5965 Skill Lab: Qualitative Data Analysis

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

Credit 1 unit.

S55 MPH 5966 Skill Lab: Introduction to GIS and Spatial Mapping

Geographic Information Systems (GIS) is a system for collecting, storing, displaying, and analyzing geographic information. This 1-credit course will serve as an introduction to applications of GIS and spatial mapping for social work and public health topics. Students will be introduced to the visual storytelling and data analysis power of creating maps. This course is intended to be a fundamental lab that provides hands-on experience in basic GIS skills. Methods for applying GIS techniques and other spatial mapping tools for data visualization will be introduced, and several examples of GIS in environmental and social domains

will be analyzed. Students will learn about mapping terminology and skills to produce and analyze digital data maps. Students are not permitted to take this lab concurrently with the 3-credit GIS course.

Credit 1 unit.

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

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

Credit 1 unit.

S55 MPH 5970 Skill Lab: Effective Teams

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

Credit 1 unit.

S55 MPH 5972 Skill Lab: Data Visualization

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

Credit 1 unit.

S55 MPH 5973 Skill Lab: Advanced Data Management

This skill lab will cover intermediate and advanced aspects of data management using STATA; however, all concepts covered are transferable to similar software packages. Topics will include missing data, finding duplicate observations, repeated measures data, programming loops, and data transformations such as merge, append, collapse, conversion from long to wide, and so on. Prerequisite: S55 5960 or S55 5961 or S55 5962 or permission of the instructor.

Credit 1 unit.

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

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

Credit 1 unit.

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.

S60 SWCD (Community Development)

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

S60 SWCD 5016 Community Development Practice: Basic Concepts & Methods

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

Credit 3 units.

S60 SWCD 5018 State-Level Lobbying

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

Credit 3 units.

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

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

Credit 3 units.

S60 SWCD 5022 Philanthropy & Grantmaking in Community Development

The Theory and Practice of Corporate Social Responsibility: Creating Shared Value Through Investments in Financial Capability. Corporate Social Responsibility (CSR) is a business approach that contributes to sustainable development by delivering economic, social and environmental benefits for all stakeholders. 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 25k toward economic development projects in North St. Louis City. Lead by the Director of Community Relations from Equifax (David Stiffler) and the Director of Field Education at the Brown School (Jenni Harpring), the course will offer a unique engagement with local corporate, nonprofit and economic leaders in an effort to show the connectivity between CSR and the modern MSW.

Credit 3 units. EN: H

S60 SWCD 5027 Fundamentals of Community Organizing

This course will draw from Gamaliel's curriculum to provide students an understanding of the basics of community organizing. Students will learn to plan effective meetings, discern their own and others' self-interest, make a one-to-one fundraising ask, and create a plan to develop a team of leaders. Students will complete a power analysis on an issue of choice and create short-term tactical and longer-term strategic campaign plans. Prerequisite S15-5039.

Credit 3 units.

S60 SWCD 5043 Global Anti-Poverty Interventions

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

Credit 3 units.

S60 SWCD 5056 Development Practice in International Settings

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

Credit 3 units.

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

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

Credit 3 units.

S60 SWCD 5077 Urban Development Seminar

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

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

**S60 SWCD 5078 Developing Sustainable Urban
Communities**

Across the country, there is a drive to develop high-quality, economically and racially diverse, vibrant and sustainable urban communities. St. Louis is no exception to this trend. For reasons of sustainability, poverty alleviation and city building, community leaders and public officials in St. Louis are working to develop neighborhoods and communities that incorporate these factors. Developing Sustainable Urban Communities is a project-based course for graduate students and advanced undergraduates which asks interdisciplinary groups of students to contribute solutions to substantively and politically challenging place-based urban redevelopment challenges in St. Louis. Students will work in small teams to develop their projects over the course of the semester through research, dialogue with a team of interdisciplinary faculty, examination of relevant case studies, and engagement with client organizations in the community. Course participants will choose one of three semester-long projects, the subject of which will be developed by course instructors and client organizations in advance of the semester. The course will meet both on-campus and at

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

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

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

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

Credit 3 units.

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

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

Credit 3 units.

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

This course will introduce students to the range of financial tools and strategies utilized to operate mixed-income housing communities. Students will learn the key elements of a "deal structure," including typical sources and uses of funds related to the development of the properties as well as their anticipated multi-year projections of the revenues and expenses related to the planned delivery of ongoing operations, maintenance and resident services. Students will learn from case studies

and practice property budgeting and other financial monitoring techniques (e.g., using Microsoft Excel) throughout this concentrated one-week course. Students will leave the course with a basic understanding of the key drivers in financing options and how to promote financial sustainability in housing and community management.

Credit 3 units.

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

This course is a continuation of S60 5076, which is offered during the fall semester. This course provides a theoretical and experiential understanding of the basic forces, factors, and institutional dynamics that interface and persist to keep low-income people in poverty, generationally. Students will preferably take this class along with an internship or practicum to learn the nuts and bolts of how to build up a depressed area and raise it to the status of a viable, economically and socially sustainable community. The class will be conducted in East St. Louis, Lansdowne, at the Jackie Joyner-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.

S60 SWCD 5087 Poverty: The Impact of Institutionalized Racism

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

Credit 3 units.

S60 SWCD 5091 Exploring Community School Models

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

Credit 3 units.

S60 SWCD 5108 Applied Qualitative and Participatory

Methods

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

Same as S55 MPH 5108

Credit 3 units.

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

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

Same as S55 MPH 5337

Credit 3 units.

S60 SWCD 5381 Sustainability, Development, and Health

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

S60 SWCD 5400 Equitable Economic Development

How can we create a more just economy: one that offers equitable opportunities for economic mobility and wealth creation? Toward that goal, this course will support skill-building in the field of economic development practice. Students will be introduced to the a set of local economic development tools, including workforce development, support for co-ops and small businesses, and investment in the "green economy."
Credit 3 units.

S60 SWCD 6028 Leadership Development and Evaluation In Indian Country IV

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

S65 SWCD (Community Development)

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

S65 SWCD 5037 Domestic Violence and the Law

Enrollment limit: 20 (preferably 10 Law students + 10 Social Work students). This 2-credit interdisciplinary course will focus on the intersection of law and social work in relation to domestic violence and the law, with particular focus on Missouri. The course is designed for law students who may practice in this substantive area when they graduate/pass the Bar exam, social work students who may practice in this area as court advocates or directors of domestic violence agencies, and law students and

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

S65 SWCD 5047 Pharmacology for Social Workers

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

S65 SWCD 5050 Community Based System Dynamics

This course introduces students to Group Model Building (GMB) as a method for facilitating organizational and team learning. The course will focus on the use of GMB as a practice method for working with organizations and communities using a set of structured small group exercises or "scripts." The course draws on GMB methods being developed and used by the Brown School's Social System Design Lab, principles of system dynamics, and examples from both domestic and international settings. The course introduces students to the background and theory of GMB; feedback theories of organizational dynamics for management and strategic planning related to organizational start-up, implementation and scale-up of innovations (e.g., evidence-based practices), project management, and sustainability; tools for designing, conducting, and evaluating group model building interventions; and techniques for managing group dynamics involving power, interpersonal conflicts, and working with marginalized stakeholders. The course also provides opportunities for students to develop and hone GMB practice skills through in-class exercises and demonstrations;

observation and participation in GMB sessions; and the design, execution, and evaluation of a GMB class-project with a client organization. Special attention will be given to understanding the dynamics of social and economic justice, value and ethical issues, as well as issues related to race, ethnicity, culture, gender, sexual orientation, religion, physical or mental disability or illness, age, and national origin. Prerequisites: S15-5007 & S15-5040.

Credit 3 units.

S65 SWCD 5075 American Indian Law

This course will explore the central aspects of federal and international law affecting American Indians. The course will begin by considering the status of Indian nations as sovereign political entities within the United States and examining the legal and political relationships these nations have with the 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 undefined 635D

Credit 3 units.

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

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

Credit 3 units.

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

This course focuses on designing sustainable policies and programs by using principles and practices of modeling dynamic systems in the sciences, social sciences, engineering, business, and social work. It covers model structure and its relationships to prior knowledge and assumptions, measurable quantities, and ultimately its use in solving problems. Application areas include social interventions, policy making, business, and engineering systems. Prerequisites: S15 5007 and S15 5040.

Credit 3 units. EN: TU

S70 SWPR (Practicum)

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

S70 SWPR 5006 MSW Foundation Practicum I

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

Credit variable, maximum 4 units.

S70 SWPR 5012 MSW Foundation Practicum II

Prerequisite: S70-5006

Credit variable, maximum 3 units.

S70 SWPR 5013 MSW Foundation Practicum III

Prerequisites: S70-5012

Credit variable, maximum 2 units.

S70 SWPR 5014 MSW Concentration Practicum I

Prerequisite: Foundation Practicum

Credit variable, maximum 3 units.

S70 SWPR 5018 MSW Concentration Practicum II

Prerequisite: S70-5014

Credit variable, maximum 3 units.

S70 SWPR 5022 MSW Concentration Practicum III

Prerequisite: S70-5018

Credit variable, maximum 2 units.

S70 SWPR 5032 MSW Concentration Practicum IV

Prerequisite: S70-5022

Credit variable, maximum 2 units.

S70 SWPR 5036 MSW Elective Concentration Practicum I

Prerequisite: Concentration Practicum

Credit variable, maximum 5 units.

S70 SWPR 5037 MSW Elective Concentration Practicum II

Credit variable, maximum 4 units.

S70 SWPR 5038 MSW Elective Concentration Practicum III

Credit variable, maximum 3 units.

S70 SWPR 5039 MSP Practicum I

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

Credit variable, maximum 3 units.

S70 SWPR 5041 MSP Elective Practicum

Credit variable, maximum 3 units.

S70 SWPR 5042 MSW Concentration Practicum V

Prerequisite: S70-5032

Credit variable, maximum 3 units.

S70 SWPR 5102 MSW Integrative Foundation Field Seminar

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

S70 SWPR 6000 Foundations of Field Education

Foundations of Field Education is a three-hour workshop designed to provide students with the information needed for the practicum/internship search, interview, and selection process. Students will learn the steps for securing a practicum/internship. In addition, they will create a personal rubric for choosing a practicum site. Students will also have the opportunity to ask questions of members 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.

S80 SCWK (Social Work)

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

S80 SCWK 5003 Biostatistics

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

Same as S55 MPH 5003

Credit 3 units.

S80 SCWK 5230 Applied Linear Modeling

This course focuses on statistical modeling and analysis methods relevant to epidemiological and clinical research, as well as applied research in behavioral, social, and health sciences. A general linear models approach is taken to data analysis strategies using linear, logistic, and poisson regression,

as well as ANOVA methods for repeated measures. Prerequisite: Biostatistics. Required Corequisite: Students enrolled in Section 01 *must* also be enrolled in Lab A. Students enrolled in Section 02 *must* also be enrolled in Lab B.

Same as S55 MPH 5230

Credit 3 units.

S81 SKILL (Skill Labs)

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

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.

This course fulfills one credit in Leadership/Management. Same as S55 MPH 5041

Credit 1 unit.

S81 SKILL 5042 Skill Lab: Grant Writing: Government Grants

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

Credit 1 unit.

S81 SKILL 5048 Motivational Interviewing Fundamentals

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

Credit 1 unit.

S81 SKILL 5049 Cognitive Processing Therapy

Cognitive Processing Therapy (CPT) is an evidence-based treatment for Posttraumatic Stress Disorder. This course will provide students with a basic working knowledge of the theoretical underpinnings of CPT, the structure of the treatment, and the empirical support for the protocol. Students will be given the opportunity to practice the basic clinical skills in the classroom. Prerequisite: S15-5038.

Credit 1 unit.

S81 SKILL 5058 Motivational Interviewing: Beyond the Basics to Integration and Application

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

Credit 1 unit.

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

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

Credit 2 units.

S81 SKILL 5066 Teen Outreach Program (TOP)

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

Credit 1 unit.

S81 SKILL 5080 Prolonged Exposure Therapy

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

Credit 1 unit.

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

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

Credit 1 unit.

S81 SKILL 5083 Integrated Mental & Behavioral Healthcare

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

Credit 1 unit.

S81 SKILL 5084 Exposure and Response Prevention Therapy

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

Credit 1 unit.

S81 SKILL 5085 Acceptance & Commitment Therapy Skill Lab

Acceptance and Commitment Therapy (ACT) is an evidence-based behavioral treatment for depression, anxiety, substance abuse, psychosis, and numerous other psychological problems and stressors. It teaches people to accept difficult thoughts, feelings, sensations, and memories, build mindfulness skills,

identify core personal values, and commit to behaviors that are consistent with those values. Participants will learn about the model of psychological flexibility, upon which ACT is based, and engage in basic skill development in the implementation of ACT. Credit 1 unit.

S81 SKILL 5086 ASIST: Applied Suicide Intervention Training

ASIST is a two-day curriculum that will train you to carry out life-saving interventions for people at risk of suicide or suicidal behavior. You will identify your attitudes about suicide and learn how to approach the topic with those at risk without judgment. Learn the stages of a suicide intervention and engage in simulations and role plays that will apply your knowledge. Credit 1 unit.

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

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

S81 SKILL 5088 Assessment and Treatment of Eating Disorders

In this course, students will learn to accurately define of the spectrum of eating disorders through the most recent diagnostic categories, from Avoidant Restrictive Eating Disorder through Binge Eating Disorder. They will also be introduced to effective, evidence-based treatments -- specifically Cognitive Behavior Therapy, Dialectical Behavior Therapy, Family-Based Treatment, Interpersonal Psychotherapy, and Acceptance & Commitment Therapy -- and their specific application to eating disorders. Theory, research base, practical application and case studies will be discussed. Interactive case studies, treatment planning, role plays and demonstrations will be incorporated to ensure that the material can immediately be put in to use in practice settings. Credit 1 unit.

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

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

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

This course will provide the basic skills and best practices in managing people and leading teams. It will focus on task supervision include designing jobs and job descriptions, selecting and orienting job applicants, motivating and supporting employees, measuring work performance. It will provide best practices in building effective, empowered engaged teams. This course fulfills one credit in Leadership/Management. Same as S55 MPH 5140
Credit 1 unit.

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

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

S81 SKILL 5142 Skill Lab: Program and Project Management

This course focuses on key program and project management competencies and principles that are critical to executing successful projects. Students will learn about planning, scheduling, organizing, and controlling projects and will apply these concepts using case studies and small group projects. This course fulfills one credit in Leadership/Management.
Credit 1 unit.

S81 SKILL 5143 Skill Lab: Volunteer Management

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

S81 SKILL 5144 Skill Lab: Fundraising Design and Management

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

S81 SKILL 5145 Skill Lab: Budget Management

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

S81 SKILL 5147 Effective Meeting Management & Group Facilitation

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

S81 SKILL 5148 Leadership at Brown

Leadership at Brown is part of a school-wide curricular and cocurricular program to provide knowledge of the leadership process and practical skills for increasing students' ability to lead informally as well as from authority-based positions. It will cover basic concepts surrounding leadership, power and influence as well as practical skills such as power analysis, coalition building, and the use of narrative and story to effect change in groups, organizations and society. This course counts toward required management and leadership credits for the MSW and required skill labs for the MPH. Second-year students only.
Credit 1 unit.

S81 SKILL 5151 MSW Research Seminar I

Prerequisite/Corequisite: Biostatistics.
Credit 1 unit.

S81 SKILL 5152 MSW Research Seminar II

Prerequisite: S81 5151 MSW Research Seminar I and Biostatistics. Corequisite: Applied Linear Modeling.
Credit 2 units.

S81 SKILL 5177 Skill Lab: Strategic Planning and Execution

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

S81 SKILL 5190 Exploring The Therapeutic Model of Policing

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

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

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

S81 SKILL 5194 Expressive Therapies Continuum: Art in Therapy

The course will provide an overview of the Expressive Therapy Continuum and its relationship to clinical social work practice. We will also discuss basic beginning competencies in using the Expressive Therapies Continuum within an ethical framework of integrating certain art therapy techniques into clinical practice settings. Individual, group, and community practice often emphasizes the integration of expressive practices that go beyond verbalizing experiences. This course is designed to expand clinical social work practice competencies through introducing integrative expressive art approaches to engagement, assessment, intervention, and evaluation.
Credit 1 unit.

S81 SKILL 5501 System Dynamics Skill Lab I

Permission of instructor required. This course will help students learn how to engage organizations and communities using system dynamics with specific attention to stakeholder analysis, problem structuring, identifying and assessing data sources, conducting key informant interviews, and selecting the appropriate strategy for group model building (S65-5660), and wish to strengthen their skills using system dynamics for community development and practice. Specific attention will be given to applying a strength based, resource based views of families, organizations and communities and developing an integrated community prevention framework that addresses structural social and public health inequalities and disparities. Prerequisite S65-5050.
Credit 1 unit.

S81 SKILL 5502 System Dynamics Skill Lab II

Permission of instructor required. This course will help students learn how to formulate equations and build confidence in system dynamics simulation models for policy analysis, program design, and strategic planning. The course is designed for those who have completed an introductory course in system dynamics (S65-5660) and System Dynamics Skill Lab I (S81-5501), and wish to strengthen their skills in model building and computer simulation. Students will learn and gain experience by building models using table functions, arrays, confidence building tests, parameter estimation, and model calibration. Prerequisite: S65-5660 and S81-5501.
Credit 1 unit.

S81 SKILL 5503 System Dynamics Skill Lab III

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

S81 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. This course fulfills the SD Skill Lab 1-credit requirement for students pursuing the System Dynamics Specialization.
Credit 1 unit.

S81 SKILL 5960 Skill Lab: Statistical Analysis: SAS

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

S81 SKILL 5961 Skill Lab: Statistical Analysis: STATA

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

S81 SKILL 5962 Skill Lab: Statistical Analysis: R

This course will introduce students the fundamentals of the R language and RStudio environment. The first session will cover how to obtain and install R and RStudio, import data, create descriptive statistics, and plot simple graphics. The second session will delve into data structures and classes, data manipulation and management, and common data analyses (t-

tests, ANOVAs, correlations, regressions, etc.). Students will explore R's graphics capabilities and some of the publishing tools built into RStudio during the third session. Students are expected to have taken at least one introductory statistics course, but need no prior computer programming experience. Same as S55 MPH 5962
Credit 1 unit.

S81 SKILL 5966 Skill Lab: Introduction to GIS and Spatial Mapping

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

S81 SKILL 5970 Skill Lab: Effective Teams

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

S81 SKILL 5973 Skill Lab: Advanced Data Management

This skill lab will cover intermediate and advanced aspects of data management using STATA, however all concepts covered are transferable to similar software packages. Topics will include missing data, finding duplicate observations, repeated measures data, programming loops and data transformations such as merge, append, collapse, conversion from long to wide, etc. Prerequisite: S55-5960 or S55-5961 or S55-5962 or by permission of the instructor.
Same as S55 MPH 5973
Credit 1 unit.

S90 SWDT (Doctoral)

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

S90 SWDT 5001 Foundations of Data Analysis

This course provides some of the mathematical and conceptual tools essential to data analysis in social science research. A wide range of statistics are covered. The focus of the course is principally upon the development of arithmetic and conceptual tools needed for advanced work in research design,

model development, model fitting and estimation, hypothesis testing, and interpretation of data. The course revolves around the systematic establishment of scientifically meaningful comparisons and relationships. The course will evolve from simple bivariate to more complete multivariate forms of data analysis. Basic principles are illustrated through exercises. Credit 3 units.

S90 SWDT 5010 Social Network Analysis

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

S90 SWDT 5101 Foundations of Data Management

This course focuses on the practical skills of data management that the PhD student will need to complete their dissertation and early career research. The course will cover techniques in importing data from commonly used platforms into statistical packages, data manipulation, variable creation, and documentation. This didactic course includes syntax-based learning and the analysis of "case study examples" of actual data management challenges. Credit 3 units.

S90 SWDT 5500 Theoretical Orientations in Public Health Sciences

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

S90 SWDT 6550 Introduction to Advanced Research

This course provides an introduction to the basic and central concepts in social scientific research. It also addresses the skills needed to conceptualize and plan a research project. The research process is presented as a means to scientifically and systematically advance social work and social science knowledge. This course also examines some of the current

issues concerning scientific research. Students prepare a framework for a critical review of research in a selected area and prepare a full research proposal, suitable for submission to external funders.

Credit 3 units.

S90 SWDT 6555 Conceptual Foundations of Social Science Research

This is an introduction to the conceptual and philosophical foundations of social science research. Through readings and in-class exercises, students will explore a diversity of topics integral to doctoral-level scholarship, including reliability and validity, causal inference, research epistemology, the nature of social phenomena, the role of agency, rationality and its consequences, and other assumptions inherent in the conceptualization of, and study of, social phenomena.

Credit 3 units.

S90 SWDT 6561 Practicum in Research I

Credit variable, maximum 2 units.

S90 SWDT 6572 Practicum in Research II

Credit variable, maximum 2 units.

S90 SWDT 6583 Practicum in Research III

Credit variable, maximum 2 units.

S90 SWDT 6591 Practicum in Teaching I

Credit 1 unit.

S90 SWDT 6592 Practicum in Teaching II

Credit 1 unit.

S90 SWDT 6593 Practicum in Teaching III

Credit 1 unit.

S90 SWDT 6600 Multilevel and Longitudinal Modeling

This course is an advanced statistics seminar intended for graduate students in social work, public health, health or social sciences. This course covers hierarchical linear modeling techniques that are used to build and test multilevel and longitudinal statistical models. This course will be of interest to anybody who wants to know how to analyze contextual, ecological, and longitudinal data. The course will review both the conceptual issues and methodological issues in using hierarchical linear modeling by working with several real public health and social science data sets. Topics include: fitting and testing two-level and three-level models; evaluating model fit; generalizing multilevel models to binary and other special data; building simple longitudinal models; advanced error covariance structures. Prerequisite: completion of a graduate-level regression or general linear modeling class.

Credit 3 units.

S90 SWDT 6815 Professional Development Seminar I

Open only to PhD students in Social Work.

Credit 1 unit.

S90 SWDT 6816 Professional Development Seminar II

Open only to PhD students in Social Work.

Credit 1 unit.

S90 SWDT 6820 Seminar in Social Work Theory & Knowledge

Properties of theories, other knowledge formulations, and strategies for knowledge development are considered in relation to their role in informing accountable practice and generating practice-relevant research. These same criteria are used in review of epistemological and methodological debates in our profession. Relationships between formal properties of knowledge statements, practice-relevant research, accountability criteria, and utilization of knowledge in practice will be explored.

Credit 3 units.

S90 SWDT 6875 Qualitative Research Methods

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

Credit 3 units.

S90 SWDT 6887 Issues and Directions in Intervention Research

Addresses substantive, theoretical, and methodological issues in conducting and evaluating intervention research with social work populations. Emphasis will be on evaluating evidence-based interventions and methodological rigor in a specific area of practice. Critical review of practice and intervention theories, and ethical issues inherent in conducting intervention research will be examined.

Credit 3 units.

S90 SWDT 6893 Seminar in Mental Health & Addictions Services Research

This seminar focuses on methodological issues in mental health services research. This semester, the seminar focuses on components of a quality research proposal.

Credit 1 unit.

S90 SWDT 6895 Mental Health Services Research

This course will cover the history and trends in public and private mental health services, seminal studies in mental health service, and such methodological issues as measurement of services, operationalization and measurement of mental health service intervention, and alternative data sources. Particular attention will be directed to methodological issues and knowledge needs with regard to service needs of special populations, including the elderly, children, adolescents, the poor, and ethnic minorities. Research methods for investigating the organization and financing of mental health services will also be addressed.

Course reading will include published studies and government documents addressing methodological issues.

Credit 3 units.

S90 SWDT 6900 Applied Linear Regression Analysis

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

Credit 3 units.

S90 SWDT 6901 Structural Equation Modeling

This course introduces the analysis of general structural equations. Topics include causal models and path analysis structural equation models with observed variables, confirmatory factor analysis, consequences of measurement error, the relation between latent and observed variables, and combined latent variable and measurement models. LISREL software will be learned.

Credit 3 units.

S90 SWDT 6905 Propensity Score Analysis

Propensity score analysis is a relatively new and innovative class of statistical methods that has proven useful for evaluating the effects of treatments or interventions when using nonexperimental or observational data. This PhD course focuses on three closely related, but technically distinct propensity score methods: (1) Propensity score matching and related methods, including greedy matching, optimal matching, propensity score subclassification, and propensity score weighting using Stata psmatch2, pweights and R optmatch; (2) Matching estimators using Stata nnmatch; and (3) Propensity score analysis with nonparametric regression using Stata psmatch2 and lowess. The examination of these methods will be guided by two conceptual frameworks: the Neyman-Rubin counterfactual framework and the Heckman scientific model of causality. The course also covers Heckman's sample selection model and Rosenbaum's approaches of sensitivity analysis to discern bias produced by hidden selections. The course uses Stata software to demonstrate the implementation of propensity score analysis. PhD students enrolled should be familiar with descriptive and inferential statistics. Students not meeting this prerequisite should contact the instructor to determine their eligibility to enroll in this course.

Credit 3 units.

S90 SWDT 6910 Generalized Linear Models

Generalized linear models are a collection of statistical methods used to analyze categorical and limited dependent variables. In this course, students will learn fundamental concepts and skills to conduct generalized linear models, and know how to apply these techniques to social, behavioral, and health research. The course covers the following topics: the Nelder and Wedderburn framework of generalized linear models and the key concept of "link function," maximum likelihood estimator, a review of logistic and probit models, multinomial logit model, ordered logistic regression, Poisson regression, negative binomial regression, quasi-likelihood functions, and model fit/validation. Students taking this course are assumed to have taken statistics courses on inferential statistics and regression analysis, particularly Applied Linear Regression Analysis S90-6900. This course

is designed to fulfill part of the core quantitative methods requirements for doctoral students at the Brown School. It will typically be the second quantitative methods course taken for all PHS students, and some SW students.
Credit 3 units.

S90 SWDT 6915 Introduction to Agent-based Modeling

This is an advanced (PhD-level) seminar providing an introduction to and hands-on experience with agent-based computational modeling (ABM), a prominent complex systems science methodology. The course will draw on examples of the application of ABM from public health and social policy. Topics will include the background and history of ABM, the multiple roles ABM can play as part of a broader research agenda, core concepts in the design and application of ABM, best practices for using ABM effectively, an introduction to software packages commonly used for ABM work, and the use of ABM as a tool to inform policy and intervention design.
Credit 3 units.

S90 SWDT 6972 Area Specialization Seminar

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

S90 SWDT 8840 Doctoral Continuing Student Status

Used for residency.

Master of Social Work

The Brown School at Washington University in St. Louis offers a top-ranked Master of Social Work (MSW) program. Through course work and fieldwork, students gain the knowledge and skills needed to tackle some of society's greatest challenges and to succeed in a variety of professional settings.

Our program has trained our graduates for work across an incredible breadth of professional positions in more than 50 countries around the globe. Our customizable curriculum allows students to design their own course of study tailored to the type of work that they will do and the communities with which they will work.

Students have remarkable flexibility to shape their MSW experience at the Brown School. Our curriculum (<https://brownschool.wustl.edu/academics/master-of-social-work/curriculum/>) is structured to ensure that students will be prepared to make a positive impact in their field of choice. To this end, students are able to do the following:

- Choose from eight concentrations (p. 54) or declare their own individualized concentration. Within their concentration, students also have flexibility in choosing their specific courses.
- Add an optional specialization (p. 59) to increase their skills.

- Broaden their knowledge with a certificate (<https://brownschool.wustl.edu/academics/master-of-social-work/curriculum/pages/certificate.aspx>) or a joint or dual degree (<https://brownschool.wustl.edu/academics/joint-and-dual-degrees/>).

Students can also tailor their experiences beyond the classroom:

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

Website:

<https://brownschool.wustl.edu/academics/master-of-social-work/>
[\(https://brownschool.wustl.edu/academics/master-of-social-work/\)](https://brownschool.wustl.edu/academics/master-of-social-work/)

Degree Requirements Master of Social Work

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

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

Required Courses

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

Degree Requirements	Credit Hours
Foundation	21 credit hours
Research Methods with Statistical Applications (SWCR 5007)	3
Human Behavior (SWCR 5011)	3

Social Justice and Human Diversity (SWCR 5015)	3
Social, Economic & Political Environment (SWCR 5012)	3
Social Welfare Policies and Services (SWCR 5040)	3
Social Work Practice with Individuals, Families, and Groups (SWCR 5038)	3
Social Work Practice with Organizations and Communities (SWCR 5039)	3
Foundation Practicum	4 credit hours
Foundation Practicum	3
Foundation Practicum Integrative Seminar	1
Concentration*	21 credit hours
Social Policy	3
Theory, Problems, and Issues	3-6
Practice Methods	6-9
Evaluation	3
Leadership and Management	3
Concentration Practicum	5 credit hours
Electives**	9 credit hours
Elective I	3
Elective II	3
Elective III	3

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

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

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

Curriculum and required credit hours are subject to change.

MSW Concentrations

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

- American Indian and Alaska Native (p. 54)
- Children, Youth and Families (p. 55)
- Health (p. 55)
- Mental Health (p. 56)
- Older Adults and Aging (p. 56)
- Social & Economic Development - Domestic (p. 57)
- Social & Economic Development - International (p. 58)
- Social Impact Leadership (p. 58)
- Violence and Injury Prevention (p. 59)

American Indian and Alaska Native

Code	Title	Units
Foundation Courses (21 credits)		
SWCR 5007	Research Methods with Statistical Applications	3
SWCR 5011	Human Behavior	3
SWCR 5012	Social, Economic & Political Environment	3
SWCR 5015	Social Justice and Human Diversity	3
SWCR 5038	Social Work Practice with Individuals, Families, and Groups	3
SWCR 5039	Social Work Practice with Organizations and Communities	3
SWCR 5040	Social Welfare Policies and Services	3
Foundation Practicum (4 credits)		
SWPR 5102	MSW Integrative Foundation Field Seminar	1
SWPR 5006	MSW Foundation Practicum I	3
Concentration Courses		
Theory, Problems, and Issues (3 credits)		
SWHS 5751	Indigenous Knowledge, Values and Cultures	3
Social Policy (3 credits)		
SWSP 5749	American Indian Social Welfare Policies and Administrative Practices	3
Practice Methods (9 credits)		
S31 SWDP 4005	Indigenous Mental Health Practice	3
SWCD 5019	Community Development with American Indian and Other Indigenous Communities	3
One additional course based on selected track		3
Concentration Practicum (5 credits)		
SWPR 5014	MSW Concentration Practicum I	5
Leadership and Management (3 credits)		
Evaluation (3 credits); select one of the following:		

SWSP 5842	Social Policy Analysis & Evaluation	3
or SWSA 5050	Evaluation of Programs and Services	
Electives (9 credits)		9
Total Units		60

Children, Youth and Families

Code	Title	Units
Foundation Courses (21 credits)		
SWCR 5007	Research Methods with Statistical Applications	3
SWCR 5011	Human Behavior	3
SWCR 5012	Social, Economic & Political Environment	3
SWCR 5015	Social Justice and Human Diversity	3
SWCR 5038	Social Work Practice with Individuals, Families, and Groups	3
SWCR 5039	Social Work Practice with Organizations and Communities	3
SWCR 5040	Social Welfare Policies and Services	3
Foundation Practicum (4 credits)		
SWPR 5006	MSW Foundation Practicum I	3
SWPR 5102	MSW Integrative Foundation Field Seminar	1
Concentration Courses		
Theory, Problems, and Issues (3 credits)		
SWHS 1011	Theoretical & Empirical Bases for Practice with Children, Youth & Families	3
Social Policy (3 credits)		
SWSP 5771	Policy & Services for Children & Youth	3
Practice Methods (9 credits)		9
Direct Practice Track		
Required:		
SWSA 5069	Developing Programs in Health & Social Service Settings	
Two of the following are required:		
SWDP 4010	Social Work Practice in Early Childhood	
SWDP 7325	Social Work Practice with Children in Families	
SWDP 7326	Social Work Practice with Youth in Families	
School Social Work Track		
Required:		
SWDP 7815	Social Work Services in Public School Settings	
SWDP 7818	Social Work, Education, and the Exceptional Child	

One of the following is required:		
SWDP 4010	Social Work Practice in Early Childhood	
SWDP 7325	Social Work Practice with Children in Families	
SWDP 7326	Social Work Practice with Youth in Families	
Urban Education Track		
Required:		
SWDP 7815	Social Work in the Public School Setting	
One of the following is required:		
SWSA 5069	Developing Programs In Health and Social Service Settings	
or SWCD 5016	Community Development Practice: Basic Concepts & Methods	
One of the following is required:		
SWDP 7325	Social Work Practice with Children in Families	
or SWDP 7326	Social Work Practice with Youth in Families	
Concentration Practicum (5 credits)		5
SWPR 5014	MSW Concentration Practicum I	5
Leadership and Management (3 credits)		3
Evaluation (3 credits)		3
SWSP 5842	Social Policy Analysis & Evaluation	3
or SWSA 5050	Evaluation of Programs and Services	
Electives (9 credits)		9
Total Units		60

Health

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

Theory, Problems, and Issues (3 credits)		
SWHS 3022	Health Behavior and Health Promotion	3
Social Policy (3 credits)		
SWSP 5742	Health Administration and Policy	3
Practice Methods (9 credits)		
SWDP 5453	Principles of Clinical Interventions in Health	3
SWDP 5702	Applied Group Work Practice	3
SWDP 5160	Interventions and Services in Integrated Behavioral Health Settings	3
Concentration Practicum (5 credits)		
SWPR 5014	MSW Concentration Practicum I	5
Leadership & Management (3 credits)		
Evaluation (3 credits)		
SWSP 5842	Social Policy Analysis & Evaluation	3
	or SWSA 5050 Evaluation of Programs and Services	
Electives (9 credits)		
Total Units		60

Mental Health

Code	Title	Units
Foundation Courses (21 credits)		
SWCR 5007	Research Methods with Statistical Applications	3
SWCR 5011	Human Behavior	3
SWCR 5012	Social, Economic & Political Environment	3
SWCR 5015	Social Justice and Human Diversity	3
SWCR 5038	Social Work Practice with Individuals, Families, and Groups	3
SWCR 5039	Social Work Practice with Organizations and Communities	3
SWCR 5040	Social Welfare Policies and Services	3
Foundation Practicum (4 credits)		
SWPR 5006	MSW Foundation Practicum I	3
SWPR 5102	MSW Integrative Foundation Field Seminar	1
Concentration Courses		
Theory, Problems, and Issues (3 credits)		
SWHS 5081	Contemporary Theories and Issues in Behavioral Health	3
Social Policy (3 credits)		
SWSP 5012	Behavioral Health Policies and Services	3
Practice Methods (9 credits)		
Clinical Social Work Track		

Required:		
SWDP 5805	Principles of Clinical Interventions in Behavioral Health	3
SWDP 9453	Principles, Practices and Services in Substance Use Disorder Treatment	3
SWDP 5810	Principles and Practices of Differential Diagnosis	3
Child Behavioral Health Track		
Differential Diagnosis		3
One of the following is required:		
SWDP 7325	Social Work Practice with Children in Families	3
	or SWDP 7326 Social Work Practice with Youth in Families	
	or SWDP 4010 Social Work Practice in Early Childhood	
One of the following is required:		
SWDP 7206	Contemporary Family Therapy	3
	or SWDP 5147 Core Concepts in Trauma Treatment for Children and Adolescents	
Integrated Behavioral Health Track		
Differential Diagnosis		
SWDP 9453	Principles, Practices and Services in Substance Use Disorder Treatment	3
S31 SWDP 5160	Interventions and Services in Integrated Behavioral Health Settings	
Concentration Practicum (5 credits)		
SWPR 5014	MSW Concentration Practicum I	5
Leadership and Management (3 credits)		
Evaluation (3 credits)		
SWSP 5842	Social Policy Analysis & Evaluation	3
	or SWSA 5050 Evaluation of Programs and Services	
Electives (9 credits)		
Total Units		60

Older Adults and Aging

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

Foundation Practicum (4 credits)		
SWPR 5006	MSW Foundation Practicum I	3
SWPR 5102	MSW Integrative Foundation Field Seminar	1
Concentration Courses		
Theory, Problems, and Issues (3 credits)		
SWHS 2010	Theories and Issues in Aging	3
Social Policy (3 credits)		
SWSP 5780	Social Policy & Aging	3
Practice Methods (9 credits)		
SWSA 5069	Developing Programs In Health and Social Service Settings	3
SWDP 7327	Aging Network Services	3
SWDP 9455	Direct Social Work Practice with Older Adults	3
Concentration Practicum (5 credits)		
SWPR 5014	MSW Concentration Practicum I	5
Leadership and Management (3 credits)		
Evaluation (3 credits)		
One of the following is required:		
SWSP 5842	Social Policy Analysis & Evaluation	3
or SWSA 5050	Evaluation of Programs and Services	
Electives (9 credits)		9
Total Units		60

Social and Economic Development - Domestic

Code	Title	Units
Foundation Courses (21 credits)		
SWCR 5007	Research Methods with Statistical Applications	3
SWCR 5011	Human Behavior	3
SWCR 5012	Social, Economic & Political Environment	3
SWCR 5015	Social Justice and Human Diversity	3
SWCR 5038	Social Work Practice with Individuals, Families, and Groups	3
SWCR 5039	Social Work Practice with Organizations and Communities	3
SWCR 5040	Social Welfare Policies and Services	3
Foundation Practicum (4 credits)		
SWPR 5006	MSW Foundation Practicum I	3
SWPR 5102	MSW Integrative Foundation Field Seminar	1
Concentration Courses		
Theory, Problems, and Issues (3 credits)		
SWHS 5013	Poverty & Inequality in America	3

or SWHS 5079	Community Development and American Cities	
Social Policy (3 credits)		
SWSP 5861	Domestic Social & Economic Development	3
Practice Methods (9 credits)		9
Three of the following are required:		
SWSP 5830	Policy Design Lab	
SWSA 5060	Social Entrepreneurship	
SWCD 5016	Community Development Practice: Basic Concepts & Methods	
SWCD 5018	State-Level Lobbying	
SWCD 5027	Fundamentals of Community Organizing	
SWCD 5050	Community Based System Dynamics	
or SWCD 5660	Designing Sustainable Social Policies & Programs: A System Dynamics Approach	
SWCD 5076	Social and Economic Development/Redevelopment Part I	
SWCD 5078	Developing Sustainable Urban Communities	
SWCD 5082	Mixed-Income Housing & Community Management: Fundamentals of Property & Resident Services Operations	
or SWCD 5083	Mixed-Income Housing: Evaluating & Maximizing Property Performance & Service Delivery for the Long Term	
or SWCD 5084	Mixed-Income Housing and Community Management: Financial Management and Sustainability	
SWCD 5086	Social and Economic Development: East St. Louis Seminar Part II	
Concentration Practicum (5 credits)		
SWPR 5014	MSW Concentration Practicum I	5
Leadership and Management (3 credits)		3
Evaluation (3 credits)		
SWSP 5842	Social Policy Analysis & Evaluation	3
or SWSA 5050	Evaluation of Programs and Services	
Electives (9 credits)		9
Total Units		60

Social and Economic Development - International

Code	Title	Units
Foundation Courses (21 credits)		
SWCR 5007	Research Methods with Statistical Applications	3
SWCR 5011	Human Behavior	3
SWCR 5012	Social, Economic & Political Environment	3
SWCR 5015	Social Justice and Human Diversity	3
SWCR 5038	Social Work Practice with Individuals, Families, and Groups	3
SWCR 5039	Social Work Practice with Organizations and Communities	3
SWCR 5040	Social Welfare Policies and Services	3
Foundation Practicum (4 credits)		
SWPR 5006	MSW Foundation Practicum I	3
SWPR 5102	MSW Integrative Foundation Field Seminar	1
Concentration Courses		
Theory, Problems, and Issues (3 credits)		
SWHS 5030	International Social Development	3
Social Policy (3 credits)		
SWSP 5862	International Social and Economic Development Policy	3
Practice Methods (9 credits)		
SWCD 5056	Development Practice in International Settings	9
Two of the following are required:		
SWDP 7821	International Child Welfare	
SWDP 4100	Social Work Practice with Refugees and Immigrants	
SWSP 5863	Special Topics: Human Rights Policy	
SWSA 5069	Developing Programs In Health and Social Service Settings	
SWCD 5043	Global Anti-Poverty Interventions	
Concentration Practicum (5 credits)		
SWPR 5014	MSW Concentration Practicum I	5
Leadership and Management (3 credits)		
Evaluation (3 credits)		
SWSP 5842	Social Policy Analysis & Evaluation	3
	or SWSA 5050 Evaluation of Programs and Services	
Electives (9 credits)		
Total Units		60

Social Impact Leadership

Code	Title	Units
Foundation Courses (21 credits)		
SWCR 5007	Research Methods with Statistical Applications	3
SWCR 5011	Human Behavior	3
SWCR 5012	Social, Economic & Political Environment	3
SWCR 5015	Social Justice and Human Diversity	3
SWCR 5038	Social Work Practice with Individuals, Families, and Groups	3
SWCR 5039	Social Work Practice with Organizations and Communities	3
SWCR 5040	Social Welfare Policies and Services	3
Foundation Practicum (4 credits)		
SWPR 5006	MSW Foundation Practicum I	3
SWPR 5102	MSW Integrative Foundation Field Seminar	1
Concentration Courses		
Theory, Problems, and Issues (3 credits)		
	Human Service Organizations: Theories, Concepts, Issues	3
Social Policy (3 credits)		
One of the following is required:		
SWSP 5742	Health Administration and Policy	3
	or SWSP 5749 American Indian Social Welfare Policies and Administrative Practices	
	or SWSP 5771 Policy & Services for Children & Youth	
	or SWSP 5780 Social Policy & Aging	
	or SWSP 5784 Regulating Sex: Social Work Perspectives	
	or SWSP 5809 Women's Issues in Social Welfare & Social Work	
	or SWSP 5861 Domestic Social & Economic Development	
	or SWSP 5862 International Social and Economic Development Policy	
	or SWSP 5012 Behavioral Health Policies and Services	
Practice Methods (9 credits)		
SWSA 5060	Social Entrepreneurship	3
	or Leadership and Management of Human Services	
SWSA 5019	Leading and Managing Employees, Volunteers & Teams	3
SWSA 5030	Financial Management	3
Concentration Practicum (5 credits)		
SWPR 5014	MSW Concentration Practicum I	5
Leadership and Management (3 credits)		
	Revenue Development and Communication	3
Evaluation (3 credits)		

SWSP 5842	Social Policy Analysis & Evaluation	3
or SWSA 5050	Evaluation of Programs and Services	
Electives (9 credits)		9
Total Units		60

Violence and Injury Prevention

Code	Title	Units
Foundation Courses (21 credits)		
SWCR 5007	Research Methods with Statistical Applications	3
SWCR 5011	Human Behavior	3
SWCR 5012	Social, Economic & Political Environment	3
SWCR 5015	Social Justice and Human Diversity	3
SWCR 5038	Social Work Practice with Individuals, Families, and Groups	3
SWCR 5039	Social Work Practice with Organizations and Communities	3
SWCR 5040	Social Welfare Policies and Services	3
Foundation Practicum (4 credits)		
SWPR 5006	MSW Foundation Practicum I	3
SWPR 5102	MSW Integrative Foundation Field Seminar	1
Concentration Courses		
Theory, Problems, and Issues (3 credits)		
SWHS 1022	Intimate Partner Violence: Theories, Problems and Issues	3
or SWHS 1025	Theoretical Approaches to Interpersonal Violence Across the Life Course	
Social Policy (3 credits)		
SWSP 5771	Policy & Services for Children & Youth	3
or SWSP 5784	Regulating Sex: Social Work Perspectives	
or SWSP 5749	American Indian Social Welfare Policies and Administrative Practices	
or SWSP 5809	Women's Issues in Social Welfare & Social Work	
Practice Methods (9 credits)		9
One of the following is required:		
SWDP 7325	Social Work Practice with Children in Families	3
SWDP 7326	Social Work Practice with Youth in Families	3
SWDP 4005	Indigenous Mental Health Practice	3
SWDP 4010	Social Work Practice in Early Childhood	3
SWDP 4100	Social Work Practice with Refugees and Immigrants	3
S31 SWDP 5122	Intervention Approaches with Women	

S31 SWDP 5180	Criminal Justice Involved Adults	
SWDP 5243	Social Work Practice with Gay, Lesbian, Bisexual and Transgender Populations	3
Two of the following are required:		
SWDP 5325	Child Maltreatment Prevention	
SWDP 7328	Social Work Practice in Assessing, Managing, and Intervening with Suicidal Behavior	3
SWDP 7330	Prevention and Promotion to Support Healthy Child Development Among At-Risk Families and Communities	
SWDP 7821	International Child Welfare	3
SWDP 5122	Intervention Approaches with Women	3
SWDP 5147	Core Concepts in Trauma Treatment for Children and Adolescents	
SWDP 5153	Sexual Health Across the Life Course	3
SWDP 5157	Sex Trafficking	
S31 SWDP 5180	Criminal Justice Involved Adults	
S60 SWCD 5137	Protection of Women and Children in Humanitarian Response	
SWCD 5050	Community Based System Dynamics	3
SWCD 5660	Designing Sustainable Social Policies & Programs: A System Dynamics Approach	3
Concentration Practicum (5 credits)		
SWPR 5014	MSW Concentration Practicum I	5
Leadership and Management (3 credits)		3
Evaluation (3 credits)		
SWSP 5842	Social Policy Analysis & Evaluation	3
or SWSA 5050	Evaluation of Programs and Services	
Electives (9 credits)		9
Total Units		96

MSW Specializations

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

- Management (p. 60)
- Policy (p. 60)
- Research (p. 60)
- Social Entrepreneurship (p. 60)
- System Dynamics (p. 60)
- Sexual Health and Education (p. 60)

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

Management

Code	Title	Units
SWHS 5017	Management & Leadership of Organizations	3
SWSA 5019	Leading and Managing Employees, Volunteers & Teams	3
SWSA 5030	Financial Management	3
Total Units		9

Policy

Code	Title	Units
SWSP 5830	Policy Design Lab	3
SWSP 5842	Social Policy Analysis & Evaluation	3
SWCD 5018	State-Level Lobbying	3
Total Units		9

Research

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

Social Entrepreneurship

Code	Title	Units
SWSA 5030	Financial Management	3
SWSA 5060	Social Entrepreneurship	3
SWSA 5061	Business Planning for New Enterprises — The Hatchery	3
Total Units		9

System Dynamics

Code	Title	Units
SWCD 5660	Designing Sustainable Social Policies & Programs: A System Dynamics Approach	3
SWCD 5050	Community Based System Dynamics	3
SKILL 5501	System Dynamics Skill Lab I	1

or SKILL 5504	Introduction to System Dynamics for Advancing Equity	
SKILL 5502	System Dynamics Skill Lab II	1
SKILL 5503	System Dynamics Skill Lab III	1
Total Units		9

Sexual Health and Education

Code	Title	Units
SWDP 5152	Sex, Society, and Social Work: Issues and Interventions	3
Two of the following are required:		6
SWDP 5153	Sexual Health Across the Life Course	
or SWDP 5153	Sexual Health Across the Life Course	
or SWDP 5154	Designing and Implementing Sexual Health Education: Service Learning	
or SWDP 5155	Designing and Implementing Sexual Health Education, Sexual Pleasure, Power & Protection	
or SWDP 5156	Media Methods for Disseminating Sexual Health Education	
or SWSP 5784	Regulating Sex: Social Work Perspectives	
Total Units		9

MSW Certificates

Violence and Injury Prevention

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

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

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

Other MSW students with an interest in violence and injury prevention are encouraged to pursue the Violence and Injury Prevention Concentration (p. 54).

MSW Advanced Standing

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

Eligibility

The following requirements apply:

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

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

Code	Title	Units
SWCR 5007	Research Methods with Statistical Applications	3
SWCR 5011	Human Behavior	3
SWCR 5040	Social Welfare Policies and Services	3
SWCR 5038	Social Work Practice with Individuals, Families, and Groups	3
SWCR 5039	Social Work Practice with Organizations and Communities	3
SWPR 5006	MSW Foundation Practicum I	3
SWPR 5102	MSW Integrative Foundation Field Seminar	1
Total Units		19

Advanced Standing MSW Curriculum

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

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

Requirements	Units
Concentration*	21 credit units
Social Policy	3
Theory, Problems, and Issues	3-6
Practice Methods	6-9
Evaluation	3
Leadership and Management	3
Concentration Practicum	5 credit units

Electives**	9 credit units
Elective I	3
Elective II	3
Elective III	3

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

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

Curriculum and required credit units are subject to change.

MSW Dual and Joint Degrees

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

- Master of Public Health (MPH) (p. 62)
- Master of Architecture (MArch) or Master of Urban Design (MUD) (p. 62)
- Master of Arts in Education (MAEd) (p. 62)
- Master of Business Administration (MBA) (p. 62)
- Law (JD) (p. 63)

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

- Master of Divinity (MDiv) (p. 63)
- Master of Arts in Professional Studies (MAPS) (p. 63)

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

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

Website: <https://brownschool.wustl.edu/academics/joint-and-dual-degrees>
(<https://brownschool.wustl.edu/academics/joint-and-dual-degrees/>)

MSW/Master of Public Health (MPH)

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

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

Website: <https://brownschool.wustl.edu/academics/joint-and-dual-degrees>
(<https://brownschool.wustl.edu/academics/joint-and-dual-degrees/>)

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

Students from this joint-degree program earn a Master of Social Work (<https://brownschool.wustl.edu/Academics/Master-of-Social-Work/Curriculum/Pages/default.aspx>) (MSW) degree from the Brown School and a Master of Architecture (<http://samfoxschool.wustl.edu/node/5724/>) (MArch 2) or a Master of Urban Design (<http://samfoxschool.wustl.edu/programs/mud/>) (MUD) degree from the Sam Fox School of Design & Visual Arts.

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

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

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

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

Architecture courses such as urban planning, decision theory and design methods, and social and behavioral factors in planning and design may be applied toward the social work degree.

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

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

MSW/Master of Arts in Education (MAEd)

Students from this program earn a Master of Social Work (MSW) degree from the Brown School and a Master of Arts in Education (MAEd) degree from the Department of Education in Washington University's Graduate School. The program of study requires **96 credit units**, typically taken over the course of three years.

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

MSW/Master of Business Administration (MBA)

Students earn a Master of Social Work (MSW) degree from the Brown School and a Master of Business Administration (MBA) degree from the John M. Olin School of Business. The program of study requires 100 credit units taken over the course of three years: 48 units are taken at Brown, and 52 units are taken at Olin. The joint degree is compatible with each of the MSW concentrations at the Brown School.

The program's basic goal is to prepare students for advanced professional practice supported by in-depth management and leadership knowledge and skills. The joint-degree program prepares students who seek or who will return to middle- or senior-level management positions in nonprofit, government or for-profit organizations as well as students who are

interested in such areas as performance management, quality improvement, nonprofit consulting, capacity building, fundraising, organizational development, corporate social responsibility, social entrepreneurship and private practice.

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

Students enroll for approximately three semesters in social work and approximately three semesters in business. Students who choose the accelerated Olin option complete the MBA in one calendar year. Because of the global summer semester, students are strongly advised to begin in business and complete their MBA before beginning their MSW. Learn more by visiting the Olin Business School website (<https://olin.wustl.edu/EN-US/academic-programs/full-time-MBA/academics/joint-degrees/Pages/default.aspx>).

Juris Doctoris (JD)/MSW

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

Some of the areas in which the knowledge and skills offered by this joint degree are necessary are community development, housing and rehabilitation, mental health, criminal and juvenile justice administration, family mediation, and legal aid to the poor. Visit the JD/MSW webpage (<https://law.wustl.edu/academics/jd-degree-program-overview/joint-jd-msw-degree/>) for more information about this program.

MSW/Master of Divinity (MDiv)

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

The goal of the program is to prepare students with the combined skills and values needed for both social work and leadership ministry. The students for whom this joint-degree knowledge is most appropriate are those interested in the

leadership and development of religious-based or sponsored social services; those looking to provide therapeutic and counseling services in religious settings; those with concerns about the development of life cycle and family issues in the context of a faith community; and those seeking the practice and policy implications of a call for justice.

The Brown School recognizes 9 credit units of courses from Eden Theological Seminary toward the MSW degree (normally 60 credit units); these are treated as electives. Visit the Eden Theological Seminary website (<https://www.eden.edu/degree-programs/>) for more information.

MSW/Master of Arts in Professional Studies (MAPS)

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

The basic goal of the social work and professional studies joint degree is to prepare students with the combined skills and values needed for both social work and leadership ministry. The areas for which this joint-degree knowledge is most appropriate are youth ministry, church administration, pastoral care, social justice ministry, health care, lay ministry, and therapeutic and counseling services in religious-based settings. Visit the Eden Theological Seminary website (<https://www.eden.edu/degree-programs/>) for more information.

3-2 MSW Program

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

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

- African-American Studies
- American Cultural Studies
- Anthropology
- Cultural Studies
- Economics
- Education
- International Studies
- Political Science

- Psychology
- Sociology
- Urban Studies
- Women, Gender, and Sexuality Studies

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

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

- Complete the Certification for 3-2 Program Eligibility form (PDF) (https://brownschool.wustl.edu/academics/master-of-social-work/documents/MSW_3-2_certification_form.pdf), with signatures from the undergraduate adviser(s) and Jennifer Romney, associate dean in the College of Arts & Sciences, to be submitted with the application to the MSW program.
- Review the Application Instructions (<https://brownschool.wustl.edu/academics/master-of-social-work/MSW-application-information/>) and the 3-2 Application Instructions (<https://brownschool.wustl.edu/academics/master-of-social-work/MSW-application-information/pages/3-2-MSW-program-applicants.aspx>) and submit all required materials.
- Apply to the MSW program by March 1 of the junior year.

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

3-2 Program Enrollment and Financial Aid

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

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

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

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

Master of Public Health

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

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

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

Degree Requirements

Master of Public Health

Brown School MPH Curriculum

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

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

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

Learn more about our distinctive approach on our MPH Curriculum webpage (<https://brownschool.wustl.edu/academics/master-of-public-health/curriculum/>).

Required Courses

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

Code	Title	Units
Foundations of Public Health (15 credit units)		
MPH 5001	Health Behavior and Health Promotion	3
MPH 5002	Epidemiology	3
MPH 5003	Foundations of Public Health: Biostatistics	3
MPH 5004	Health Administration and Policy	3
MPH 5005	Environmental Health	3
Research Methods (9 credit units)		
MPH 5000	Research Methods	3
MPH 5230	Applied Linear Modeling	3
MPH 5240	Planning, Implementation, & Evaluation Evidence-Based Programs & Interventions	3
Cross-Cutting Themes (1 credit unit)		
MPH 5010	Cross-Cutting Themes in Public Health	1
Public Health Seminar (2 credit units)		
MPH 5910	Public Health Seminar I	1
MPH 5920	Public Health Seminar II	1
Practicum (3 credit units)		
MPH 5701	Practicum — MPH Program	3
Transdisciplinary Problem Solving in Public Health (6 credit units)		
To meet this requirement, students choose two 3-credit-unit transdisciplinary problem-solving courses, which span a variety of topics.		6
Electives/Specialization (11 credit units)*		
Elective I		3
Elective II		3
Elective III		3
Elective IV		2
Skill Labs (3 credit units)		
Skill Lab I		1
Skill Lab II		1
Skill Lab III		1
Integrated Learning Experience (2 credit units)		
MPH 5907	MPH Capstone I	1
MPH 5908	MPH Capstone II	1
Total Units		52

* Students use elective credits in years one and two to earn a specialization (p. 65) or to take other graduate course work. They can choose from a wealth of public health and social work electives, including up to two additional Skill Labs, or they may pursue relevant courses from other Washington University graduate programs.

Curriculum and required credit units are subject to change.

MPH Specializations

Epidemiology/Biostatistics

This specialization cultivates specialized skills in disease investigation, data analysis and data presentation. The explosion of digital data resulting from technological innovations in medical and biological informatics provides a wealth of new opportunities for students with this skill set to pursue numerous career paths in public health practice and research.

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

Generalist

Students in this specialization have the flexibility to learn from faculty members representing the four other established MPH specializations, or they may choose to explore other research and practice areas. Generalist students identify a list of public health competencies that they plan to develop during their studies. Approximately a third of MPH students enjoy the extensive and diverse selection of courses available by pursuing this track.

Visit our website to learn more about the Generalist specialization. (<https://brownschool.wustl.edu/Academics/Master-of-Public-Health/Pages/MPH-Generalist-Track.aspx>)

Global Health

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

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

Health Policy Analysis

This specialization prepares students to be leaders in health policy through positions in industry, nonprofits, and national, state, and local governments. Students develop the knowledge and skills necessary to address critical issues in a complex and dynamic era of health care needs, delivery and reform. Students learn the quantitative and qualitative skills necessary for evaluating and analyzing health care policies, laws, structures and the policy-making process.

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

Mental and Behavioral Health

This specialization equips students to promote mental and behavioral health through a transdisciplinary lens. Students gain the skills necessary for approaching mental and behavioral health prevention, promotion and research through comprehensive, holistic and culturally sensitive frameworks using public health strategies.

Visit our website to learn more about the Mental and Behavioral Health specialization (<https://brownschool.wustl.edu/Academics/Master-of-Public-Health/Pages/Mental-and-Behavioral-Health-Specialization.aspx>).

Urban Design

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

This specialization is offered in collaboration with the Sam Fox School of Design & Visual Arts (<http://samfoxschool.wustl.edu/>) at Washington University. The Sam Fox School has the distinction of being one of 10 founding members of the Association of Collegiate Schools of Architecture over 100 years ago; it also has a long history of scholarly leadership in urban design and an established Master of Urban Design (<http://samfoxschool.wustl.edu/programs/mud/>) degree.

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

MPH Certificate

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

There are four tracks available:

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

MPH Practicum

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

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

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

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

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

MPH Dual and Joint Degrees

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

- Public Health and Social Work (MPH/MSW) (p. 67)
- Public Health and Medicine (MPH/MD) (p. 67)
- Public Health and Business (MPH/MBA) (p. 67)
- Public Health and Occupational Therapy (MPH/MSOT) (p. 67)
- Public Health and Anthropology (MPH/PhD in Anthropology) (p. 68)
- Public Health and Law (MPH/JD) (p. 68)

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

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

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

MPH/Master of Social Work (MSW)

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

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

Website: <https://brownschool.wustl.edu/academics/joint-and-dual-degrees>
(<https://brownschool.wustl.edu/academics/joint-and-dual-degrees/>)

MPH/Doctor of Medicine (MD)

The MPH/MD program is available exclusively to current Washington University School of Medicine students pursuing their Doctor of Medicine degree. Students in this program earn a Master of Public Health degree from the Brown School in one additional year of study.

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

Additional Information

For more information about the MD/MPH program (<http://bulletin.wustl.edu/medicine/degrees-offerings/mp/>), please contact Angela Hobson, PhD, assistant dean for Public Health, by phone at 314-935-2760 or by email at hobsona@wustl.edu.

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

MPH/Master of Business Administration (MBA)

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

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

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

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

MPH/Master of Science in Occupational Therapy (MSOT)

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

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

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

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

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

MPH/Doctor of Philosophy in Anthropology (PhD)

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

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

Additional Information

For more information about the MPH/PhD in Anthropology program (<https://brownschool.wustl.edu/Academics/Joint-and-Dual-Degrees/Pages/MPH-PhD-in-Anthropology.aspx>), please contact Angela Hobson, PhD, assistant dean for Public Health, by phone at 314-935-2760 or by email at hobsona@wustl.edu, or email Brown School Admissions (brownsadmissions@wustl.edu).

MPH/Juris Doctoris (JD)

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

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

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

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

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

3-2 MPH Program

The 3-2 MPH program was designed specifically for Washington University undergraduate students, as it allows students to earn both an undergraduate degree and a Master of Public Health in a total of five years.

What is Public Health?

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

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

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

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

Continuing an Education at Washington University

The College of Arts & Sciences offers undergraduates incredible preparation for careers in health care. By continuing their education at the Brown School, these students will deepen their access to the university's outstanding resources, which include the following:

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

Undergraduate Course Work

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

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

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

Master of Social Policy

Amplifying the Brown School's ability to make a significant and lasting impact by advancing social and health equity, students have the opportunity to earn a Master of Social Policy (MSP) degree in conjunction with previous or complimentary graduate programs in related fields such as social work and public health.

The MSP dual-degree program also attracts top students enrolled with select global partners, who complete the program in addition to their course work in a range of relevant subject areas at their home university.

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

Website: <https://brownschool.wustl.edu/Academics/Joint-and-Dual-Degrees/Master-of-Social-Policy> (<https://brownschool.wustl.edu/Academics/Joint-and-Dual-Degrees/Master-of-Social-Policy/>)

Degree Requirements Master of Social Policy

Course Requirements

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

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

Program Requirements

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

Statistics (3 credits)

Code	Title	Units
Minimum Requirement:		
MPH 5003	Biostatistics	3
Additional Options After Minimum Requirement Completed:		
MPH 5230	Applied Linear Modeling	3
Students who have completed both Biostatistics and Applied Linear Modeling may also take doctoral-level courses, including the following:		

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

Economics (3 credits)

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

Politics (3 credits)

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

Policy Analysis (3 credits)

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

Management (3 credits)

Code	Title	Units
Minimum Requirement:		
SWHS 5017	Management & Leadership of Organizations	3
Additional Options After Minimum Requirement Completed:		
SWSA 5019	Leading and Managing Employees, Volunteers & Teams	3
Other courses as approved		

Elective Courses (9 credits)

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

Short Intensive Courses (4 credits)

MSP short courses (2 credits each) engage students in timely areas of policy practice across a broad range of topics and skills. To complement the foundation and elective course work that students complete, the short courses are led by Brown School faculty and completed in intensive formats, typically over one to two weeks ahead of the fall semester.

Internship (3 credits)

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

PhD in Social Work

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

social work. Our PhD program combines intensive study with personalized mentoring to prepare the next generation of scholars across the nation and around the world with the skills needed to effect change and advance social justice.

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

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

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

Degree Requirements

PhD in Social Work

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

Students need a minimum of 72 graduate credits for a PhD from the Brown School. These can include 21 master's-level credits. While in the program, the student takes a variety of theory and research methods courses, plus 15 units of elective credits, at least 3 units of which have to be taken outside of the Brown School. Electives may include classes in psychology, psychiatry, public health, anthropology, education, law, economics or political science. Teaching practica, research assistantships, and the writing of an "area statement" round out the required credits. Competence is assessed through a qualifying examination and the defense of the dissertation. We are unable to offer distance learning or part-time study.

The curriculum at the Brown School emphasizes substantive, theoretical and methodological preparation. Courses (p. 19) may include the following:

- Introduction to Advanced Research
- Conceptual Foundations of Social Science Research
- The Role and Use of Theory in Applied Social Research
- Foundations of Data Analysis
- Applied Linear Regression Analysis
- Data Management
- Professional Development

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

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

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

PhD in Public Health Sciences

The Brown School's **PhD program in Public Health Sciences** prepares students to think critically as public health scientists, to succeed as independent investigators, and to understand and address public health challenges for the nation and the world. It provides hands-on research experiences and mentoring from day one of the program; a curriculum that builds methodological and analytical skills and that offers deep knowledge of the field's theoretical and conceptual underpinnings, philosophy and history; and professional acculturation and network building.

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

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

For additional information, please refer to the Doctoral Programs Viewbook (<https://brownschool.wustl.edu/Academics/PhD-in-Public-Health-Sciences/Pages/default.aspx>) on the Brown School website.

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

Degree Requirements

PhD in Public Health Sciences

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

Administration

Dean

Mary M. McKay, PhD

Neidorff Family | Centene Corporation Dean and Professor
Phone: 314-935-6693
mckay@wustl.edu (mary.mckay@wustl.edu)

Associate Deans

Siomari Collazo Colon

Associate Dean for Administration
Phone: 314-935-8675
scollazo@wustl.edu

Tonya Edmond

Associate Dean for Social Work | Professor
Phone: 314-935-9778
pkohl@wustl.edu

Lora Iannotti, PhD

Associate Dean for Public Health | Associate Professor
Phone: 314-935-4396
liannotti@wustl.edu

Sean Joe, PhD

Associate Dean for Faculty and Research | Benjamin E. Youngdahl Professor of Social Development
Phone: 314-935-6145
sjoe@wustl.edu

Carolyn Lesorogol, PhD

Associate Dean for Global Strategy and Programs | Professor
Phone: 314-935-8232
clesorogol@wustl.edu

Gary Parker

Associate Dean of External Affairs
Phone: 314-935-8807
gary.parker@wustl.edu

Vetta Sanders Thompson

Associate Dean for Diversity, Inclusion and Equity | E. Desmond Lee Professor of Racial and Ethnic Diversity
Phone: 314-935-8131
tee1@wustl.edu

Program Directors

Melissa Jonson-Reid

Director, PhD Program in Social Work | Ralph and Muriel Pumphrey Professor of Social Work Research
Phone: 314-935-4953
[j\(danielle_ostrow@wustl.edu\)onsonrd@wustl.edu](mailto:j(danielle_ostrow@wustl.edu)onsonrd@wustl.edu)
(jonsonrd@wustl.edu)

Douglas Luke

Director, PhD Program in Public Health Sciences | Professor
Phone: 314-935-3704
dluke@wustl.edu

Assistant Deans

Danielle Bristow

Assistant Dean for Academic Affairs
Phone: 314-935-7537
danielle_bristow@wustl.edu

Dan Ferris

Assistant Dean for Policy Initiatives
Phone: 314-935-3187
dan.ferris@wustl.edu (danielle_bristow@wustl.edu)

Jenni Harpring

Assistant Dean for Field Education
Phone: 314-935-2785
jharpring@wustl.edu

Angela Hobson, PhD

Assistant Dean for Public Health | Senior Lecturer
Phone: 314-935-2760
hobsona@wustl.com (hobsona@wustl.edu)

Ryan Lindsay, LCSW

Assistant Dean for Social Work | Associate Professor of Practice
Phone: 314-935-8645
rlindsay@wustl.edu

Nancy B. Mueller

Assistant Dean for Planning and Evaluation
Phone: 314-935-5686
nmueller@wustl.edu

Jacque Martinez Pullen

Assistant Dean and Chief of Staff
Phone: 314-935-8452
jmpullen@wustl.edu

Cynthia D. Williams, MSW, LCSW

Assistant Dean for Community Partnerships
Phone: 314-935-8348
cynthiadwilliams@wustl.edu

Brown School Staff

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

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

Admissions

Master's Programs

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

- Master of Social Work (<https://brownschool.wustl.edu/academics/master-of-social-work/>)
- Master of Public Health (<https://brownschool.wustl.edu/academics/master-of-public-health/>)
- MSW/MPH Dual-Degree Program (<https://brownschool.wustl.edu/Academics/Joint-and-Dual-Degrees/MSW-MPH-Dual-Degree/Pages/default.aspx>)
- Master of Social Policy Dual-Degree Program (<https://brownschool.wustl.edu/Academics/Joint-and-Dual-Degrees/Master-of-Social-Policy/Pages/default.aspx>)

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

Doctoral Programs

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

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

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

Academic Policies

Attendance/Preparation

Regular class attendance and preparation are expected of all students. In addition, faculty members may (and often do) establish their own specific attendance and preparation requirements, the violation of which may result in the lowering of a grade or exclusion from class. Repeated unexcused absences may result in referral to the assistant dean of the program.

Auditing Courses

The Brown School allows **only** authorized visiting scholars and field instructors to audit courses. Field instructors may request to audit a course and must work with the professor to define expectations; they may not audit Intensive Trainings.

Enrollment

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

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

Students who are seeking degrees in more than one program with one program outside of the Brown School (i.e., joint-degree students in, for example, the MPH/MBA or MSW/JD program) are considered Prime to the school or program depending on enrollment and the agreement of each school. Students may contact the registrar's office of either school for clarification.

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

Grades

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

Academic Probation/Suspension

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

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

- Students can monitor their semester and cumulative GPA in WebSTAC (<https://acadinfo.wustl.edu/WSHome/Default.aspx>).
- A minimum GPA of 3.0 is required for graduation.
- If a student is placed on academic probation, there are financial aid implications. Students in this situation should discuss their options with the assistant director of financial aid.

A student on academic probation for more than one semester will have their case reviewed by the assistant dean of their program. The assistant dean may recommend continued academic probation or a remediation plan, or they may choose to refer the case to the Academic Progress Committee.

The Academic Progress Committee is responsible for reviewing students' academic progress and making decisions regarding appropriate actions, which may include continued academic probation, a required leave of absence, or termination from the program. More specific and up-to-date information about the Academic Progress Committee for students can be found on Inside Brown, the Brown School's intranet.

Professional Integrity

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

Social work, public health, and social policy are practice professions that involve the management of complex systems and interpersonal relationships with diverse individuals, many of whom are vulnerable in a variety of ways for myriad reasons. Brown School students entrusted with practicum responsibilities are expected to be cognizant and respectful of all agency personnel and clients with whom they become associated. We require that students entering our professions possess the skills to manage these relationships responsibly.

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

Professional Integrity Violations

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

Statement of Minimal Expectations

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

1. Conduct themselves in a manner consistent with the Code of Ethics adopted by the National Association of Social Workers (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English/>) and the Public Health Code of Ethics adopted by the Public Health Leadership Society (https://www.apha.org/-/media/files/pdf/membergroups/ethics/ethics_brochure.ashx).
2. Conduct themselves in a manner consistent with the University's Code of Conduct.
3. Demonstrate an ability to speak, listen, and engage in a manner that is respectful, professional and not harmful.
4. Demonstrate clarity of thinking, including an ability to process information, conceptualize, and integrate knowledge.
5. Demonstrate honesty in interactions with students, staff, and faculty and at the practicum agency as well as an ability to be responsible, including such things as accurately recording and reporting practicum hours, keeping appointments, and attending class regularly and punctually in accordance with instructors' policies.
6. Demonstrate an ability to suspend personal biases in professional interactions, including not imposing personal, religious, or cultural values on others.
7. Represent their backgrounds, experiences, and qualifications honestly.
8. Seek and use help for medical and emotional problems that interfere with scholastic and professional performance, including engaging in treatment for substance abuse and mental disorders when needed.
9. Respond to communication and outreach from Brown School and Washington University faculty and staff in a timely manner.
10. Respect and maintain the appearance and functionality of all buildings, classrooms, and other facilities.

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

Leave of Absence (LOA)

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

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

- Personal leave* is used for any nonmedical emergency (e.g., pregnancy, death in the family).
- Medical leaves must also be authorized by Habif Health and Wellness Center (<http://shs.wustl.edu/FormsAndResources/Pages/Medical-Leave-of-Absence.aspx>). Policies and procedures are listed on the Habif Health and Wellness Center website.

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

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

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

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

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

Voluntary Withdrawal

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

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

1. Complete the Request to Withdraw form on the Brown School Hub. The effective date of withdrawal will determine the student's grades and any tuition refund.
2. Meet with the assistant director of financial aid, who will advise the student regarding tuition and financial aid implications.
3. Meet with the registrar, who will advise the student on implications resulting from a voluntary withdrawal.

Administrative Withdrawal

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

Repeating a Course

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

- There must be space in the course.
- Courses taken at the Brown School may only be repeated at the Brown School.
- This option may only be applied a maximum of two times for the same course.
- Students must register for the same course number, although the instructor may be different. If the course is no longer offered, students may not substitute an alternative course.
- Tuition will be assessed.
- The original course will remain on the transcript and be designated with an "R" next to the original grade to indicate that the course was repeated.
- All courses designated with an "R" (i.e., a repeat note) will not be included in GPA calculations and are not applicable toward graduation requirements.
- The letter grade earned in the most recent attempt at the course will be included in cumulative credit totals, and a new GPA will be calculated.
- All subsequently repeated courses and grades will be recorded on the transcript with an "R" notation to indicate that the course has been repeated.
- A course taken for undergraduate credit may not later be changed to graduate credit. (This applies to Washington University undergraduate students only.)

- Courses taken for credit toward an undergraduate degree may not be taken for graduate credit. (This applies to Washington University undergraduate students only.)
- If a student repeats a course after their degree has been awarded, the original course grade will not be excluded from the degree GPA nor will the new grade be included in the degree GPA.
- Students who have been dropped from a degree program may not use the course repeat process to gain readmission to that degree program.

Financial Information

Master's Degrees

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

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

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

The MSW tuition rate for the 2020-21 academic year is \$21,730 per semester. Learn more about MSW tuition, scholarships and fellowships (<https://brownschool.wustl.edu/academics/master-of-social-work/tuition-and-fees/>) on our website.

The MPH tuition rate for the 2020-21 academic year is \$19,300 per semester. Learn more about MPH tuition, scholarships and fellowships (<https://brownschool.wustl.edu/academics/master-of-public-health/tuition-and-fees/>) on our website.

Doctoral Degrees

All Public Health Sciences and Social Work students admitted into the Brown School's doctoral program receive a financial package that consists of tuition coverage and four years of stipend support.

Base stipends for 2020-21 will be \$25,000 per year for four years. Receipt of this stipend is not tied to work responsibilities. Students also receive \$1,000 per year that can be used toward professional development, which may include computer hardware and software purchases.

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

Our programs are full time, and students are expected to be physically present through the first few years of the program.

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

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

Training Fellowships in Mental Health Services Research: These fellowships offer three years of tuition and stipend support from the National Institute of Mental Health. The fellowship is designed to prepare researchers to investigate such issues as the access, organization, and effectiveness of mental health services, particularly for clients in social service sectors of care. Visit the Center for Mental Health Services Research website (<https://cmhsr.wustl.edu/training/>) for more information.

The Social Work Training in Addictions Research (STAR) Program: This program offers tuition, three years of stipend support, and a travel allowance from the National Institute on Drug Abuse (NIDA). Recipients conduct research on services for and treatment of substance-abusing and comorbid populations (particularly those who are underserved). The STAR Program will produce social work researchers who have state-of-the-art knowledge of addiction services, prevention and intervention, and service delivery system costs and burdens. For more information, call 314-935-6685.

Additional Funding

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

Loans are available to graduate students whose financial need is not otherwise met. Application (<https://graduateschool.wustl.edu/application-stafford/>) should be made to the Graduate School.

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

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