

# Brown School

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## Courses

Courses include the following:

- BSDC (p. 1): Brown School Doctoral
- SPCN (p. 4): Social Policy Concentration
- SPFN (p. 4): Social Policy Foundation
- SPGN (p. 4): Social Policy General
- SWCP (p. 4): Social Work Concentration Practicum
- SWEL (p. 5): Social Work Electives
- SWEV (p. 5): Social Work Evaluation
- SWFN (p. 5): Social Work Foundation
- SWLM (p. 7): Social Work Leadership & Management
- SWPM (p. 7): Social Work Practice Methods
- SWSL (p. 13): Social Work Skill Lab
- SWSP (p. 15): Social Work Social Policy
- SWTH (p. 16): Social Work Theory, Problems & Issues

## Brown School Doctoral

### BSDC 8000 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.

Typical periods offered: Fall

### BSDC 8001 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.

Typical periods offered: Fall

### BSDC 8002 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.

Typical periods offered: Fall, Spring

### BSDC 8003 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.

Typical periods offered: Fall

### BSDC 8004 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.

Typical periods offered: Fall, Spring

### BSDC 8005 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.

Typical periods offered: Spring

### BSDC 8006 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.

Typical periods offered: Fall

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#### **BSDC 8007 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.

Typical periods offered: Spring

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#### **BSDC 8008 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.

Typical periods offered: Fall, Spring

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#### **BSDC 8009 Interpretive Methodology in Social Research**

This course provides a doctoral-level introduction to interpretive methodology in social research. The course will begin with an introduction to social research that recognizes multiple epistemological and ontological perspectives on social inquiry and scientific methods. We will then situate the interpretive paradigm with respect to this philosophical landscape and consider the aims of social work, public health, and social justice-oriented research. The course will highlight dominant interpretive methodologies used to conceptualize, design, and carry out research using qualitative data and attention will also be given to mixed methods research design. Students will have opportunities to consider issues in the generation of interview-based and observation-based data, to learn how to use qualitative data analysis software, and to analyze qualitative data firsthand. Throughout the course students will be encouraged to seek out and critique interpretive-qualitative research in a substantive domain of their choice.

Credit 3 units.

Typical periods offered: Fall, Spring

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#### **BSDC 8010 Multilevel & 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.

Typical periods offered: Spring

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#### **BSDC 8011 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.

Typical periods offered: Fall

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#### **BSDC 8014 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.

Typical periods offered: Spring

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#### **BSDC 8017 Mixed Methods Research: Foundations & Applications**

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

research and its applications to real-world problems. In this course students will develop and apply skills to critically appraise the quality and rigor of mixed methods studies and write a mixed method grant proposal.

Credit 3 units.

Typical periods offered: Fall

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**BSDC 8018 Designing for Dissemination, Implementation & Sustainability: How to Maximize Impact & Equity**

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

Credit 3 units.

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**BSDC 8020 Issues & 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.

Typical periods offered: Fall, Spring

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**BSDC 8021 T32 Seminar in Mental Health & Addictions Services Research**

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

Credit 1 unit.

Typical periods offered: Fall, Spring

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**BSDC 8022 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.

Typical periods offered: Spring

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**BSDC 8500 Independent Study I**

Doctoral students only

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

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**BSDC 8501 Independent Study II**

Doctoral students only

Credit 3 units.

Typical periods offered: Fall, Spring

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**BSDC 8502 Independent Study III**

Doctoral students only

Credit 3 units.

Typical periods offered: Spring

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**BSDC 8800 Professional Development Seminar I**

Brown School doctoral students only.

Credit 1 unit.

Typical periods offered: Fall

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**BSDC 8801 Professional Development Seminar II**

Brown School doctoral students only.

Credit 1 unit.

Typical periods offered: Spring

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**BSDC 9000 Practicum in Research I**

This course provides doctoral students with hands-on research experience under the guidance of a faculty mentor.

Credit 2 units.

Typical periods offered: Fall, Spring, Summer

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**BSDC 9001 Practicum in Research II**

This course provides doctoral students with hands-on research experience under the guidance of a faculty mentor.

Credit 2 units.

Typical periods offered: Fall, Spring, Summer

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**BSDC 9002 Practicum in Research III**

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

Credit 2 units.

Typical periods offered: Fall, Spring, Summer

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**BSDC 9003 Practicum in Teaching I**

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

Credit 1 unit.

Typical periods offered: Fall, Spring, Summer

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**BSDC 9004 Practicum in Teaching II**

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

Credit 1 unit.

Typical periods offered: Fall, Spring, Summer

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**BSDC 9005 Practicum in Teaching III**

This course provides doctoral students with hands-on research experience under the guidance of a faculty mentor.

Credit 1 unit.

Typical periods offered: Fall, Spring, Summer

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**BSDC 9500 Mentored Assistant Teaching Experience**

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

Credit 0 units.

Typical periods offered: Fall, Spring

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**BSDC 9501 Mentored Independent Teaching Experience**

Eligible doctoral students teach independently with the guidance of faculty.

Credit 0 units.

Typical periods offered: Fall, Spring

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**BSDC 9502 Area Statement & Qualifying Exam**

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

Credit 3 units.

Typical periods offered: Fall, Spring

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**BSDC 9900 Doctoral Research**

This zero-credit course allows students to continue research with advisors or engage in new research with other faculty mentors to build skills & working relationships. Students are expected to engage in mentored research experience with faculty through the entirety of their doctoral studies.

Credit 0 units.

Typical periods offered: Fall, Spring, Summer

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**BSDC 9901 Doctoral Nonresident**

Credit 0 units.

Typical periods offered: Fall, Spring

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## Social Policy Concentration

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### Social Policy Foundation

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### Social Policy General

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**SPGN 5009 Foundations of Field Education - MSP**

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

Credit 0 units.

Typical periods offered: Spring

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**SPGN 6014 Policy & Advocacy in the Three Branches of Government**

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

Credit 3 units. Law: RW

Typical periods offered: Spring

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**SPGN 6021 Economics of Social Welfare**

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

Credit 3 units.

Typical periods offered: Fall

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**SPGN 6022 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 3 units.

Typical periods offered: Fall, Spring, Summer

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## Social Work Concentration Practicum

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**SWCP 6000 MSW Concentration Practicum I**

Prerequisite: Foundation Practicum

Credit 5 units.

Typical periods offered: Fall, Spring, Summer

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**SWCP 6001 MSW Concentration Practicum II**

Prerequisite: S70-5014

Credit 4 units.

Typical periods offered: Fall, Spring, Summer

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**SWCP 6002 MSW Concentration Practicum III**

Prerequisite: S70-5018

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

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**SWCP 6003 MSW Concentration Practicum IV**

Prerequisite: S70-5022

Credit 2 units.

Typical periods offered: Fall, Spring, Summer

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**SWCP 6004 MSW Elective Concentration Practicum I**

Prerequisite: Concentration Practicum

Credit 5 units.

Typical periods offered: Fall, Spring, Summer

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**SWCP 6005 MSW Elective Concentration Practicum II**

Credit 4 units.

Typical periods offered: Fall, Spring, Summer

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**SWCP 6006 MSW Elective Concentration Practicum III**

Credit 3 units.

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Typical periods offered: Fall

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**SWCP 6007 MSW Concentration Practicum V**

Prerequisite: S70-5032

Credit 1 unit.

Typical periods offered: Fall, Summer

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**SWCP 6008 Khinduka International Practicum**

Reserved for students that have applied and been accepted for a Khinduka Fellowship, this zero credit course involves the preparation and completion of an international practicum for summer 2020. Practicum abroad requires cultural humility, understanding of global social justice, self-reflection, and preparation. This course will support your preparation for this field experience by providing a foundation for your international practicum. Before embarking on international fieldwork, it is essential to examine not just strengths and weaknesses, but more textured critical questioning of motivations, expectations, and the ability to accept, adapt and change. We will also cover the logistics of spending the summer abroad as well as other health and safety issues and required documentation.

Credit 0 units.

Typical periods offered: Spring, Summer

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## Social Work Electives

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**SWEL 8000 Independent Study I**

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

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**SWEL 8001 Independent Study II**

Credit 3 units.

Typical periods offered: Fall

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## Social Work Evaluation

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**SWEV 6000 Social Policy Analysis & Evaluation**

Evaluates the effectiveness of various state and federal policies regarding health, mental health, child welfare, aging, and income maintenance.

Credit 3 units.

Typical periods offered: Fall, Spring

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**SWEV 6001 Evaluation of Programs & 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.

Credit 3 units.

Typical periods offered: Fall, Spring

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**SWEV 6002 Human Services: Design & Evaluation for Impact**

In this course, students will gain understanding, knowledge, and skills in ambidextrous modes of program design, implementation, and evaluation to lead and sustain high-performing human service organizations-be they nonprofit, for-profit, government, or hybrid organizations-dedicated to addressing some of the most challenging problems facing the world today. This requires applying a variety of processes, tools, and techniques such as a) Identifying underlying

needs and conditions in the community through quantitative and qualitative data collection; b) designing an organization's mission, theory of change, and strategy in order to deliver social results; c) determining and implementing key core processes and performance management systems for learning and quality improvement at the micro, mezzo, and macro levels; and d) developing performance measurement systems for the evaluation of outcomes and practice effectiveness, impact reporting, and external accountability to diverse stakeholders. Pre-requisite: S20.5089, Human Service Organizations: Theory, Concepts, Issues. Co-requisite: Concentration practicum. Corequisites with S50-5069: Developing Programs in Health and Social Services or S50-5050: Evaluation of Programs & Services is NOT recommended due to extensive applied learning assignments in each course. Approval for concurrent enrollment must be sought from the instructors of both courses prior to enrollment.

Credit 3 units.

Typical periods offered: Spring

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## Social Work Foundation

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**SWFN 5000 MSW Foundation Assessment**

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

Credit 0 units.

Typical periods offered: Fall

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**SWFN 5001 Research Methods with Statistical Applications**

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

Credit 3 units.

Typical periods offered: Fall

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**SWFN 5002 Human Behavior**

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

Credit 3 units.

Typical periods offered: Fall



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**SWFN 5003 Social, Economic & Political Environment**

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

Credit 3 units.

Typical periods offered: Fall, Spring

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**SWFN 5004 Social Justice & 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.

Typical periods offered: Fall

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**SWFN 5005 Social Work Practice With Individuals, Families & Groups**

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

Credit 3 units.

Typical periods offered: Fall

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**SWFN 5006 Social Work Practice with Organizations & Communities**

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

Credit 3 units.

Typical periods offered: Fall, Spring

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**SWFN 5007 Social Welfare Policies & Services**

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

Credit 3 units.

Typical periods offered: Fall, Spring

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**SWFN 5008 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.

Typical periods offered: Fall

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**SWFN 5050 MSW 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.

Credit 0 units.

Typical periods offered: Fall, Summer

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**SWFN 5051 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 3 units.

Typical periods offered: Fall, Spring, Summer

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**SWFN 5052 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.

Typical periods offered: Fall, Spring, Summer

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**SWFN 5053 MSW Foundation Practicum II**

Prerequisite: S70-5006

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

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**SWFN 5054 MSW Foundation Practicum III**

Prerequisites: S70-5012

Credit 2 units.

Typical periods offered: Fall, Spring, Summer

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**SWFN 6000 MSW Concentration Assessment**

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

Credit 0 units.

Typical periods offered: Fall

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## Social Work Leadership & Management

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### **SWLM 6000 Management & Leadership of Organizations**

Examines organizational behavior and the management of human service organizations. Students study a variety of theories, concepts and functions including organizational structure, organizational culture, human resource and financial management, leadership and strategic planning. The course provides a foundation for all management practice courses.

Credit 3 units.

Typical periods offered: Fall, Spring

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## Social Work Practice Methods

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### **SWPM 5373 Social and Economic Innovation in Housing and Community Development in the Asian Context:South Korea**

Notice: Students must apply for the course through Global Program at sa.wustl.edu by November 1, 2024 to be considered for enrollment. This course offers students a cross-cultural and comparative perspective on addressing housing and community development challenges in urban and rural South Korea. By exploring innovative housing programs, policies, and community initiatives, students will gain insight into the roles of social innovation in tackling persistent social and economic issues. Topics include social isolation, civic engagement, mental health, and affordable housing for marginalized populations. The course includes lectures, discussions, and site visits to leading organizations and programs in South Korea. There is a \$1800 course fee for Brown School students. This will cover airfare, housing, in country transportation, breakfast, and insurance. Students are responsible for all costs not covered by the course fee, including travel to the airport, additional meals, personal expenses, and visa or immunizations.

Credit 3 units.

Typical periods offered: Summer

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### **SWPM 6001 Addressing & Preventing Intimate Partner Violence in Practice**

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

Credit 3 units.

Typical periods offered: Spring

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### **SWPM 6003 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.

Typical periods offered: Fall

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### **SWPM 6004 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.

Typical periods offered: Fall, Spring

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### **SWPM 6005 Dialectical Behavior Therapy**

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

Credit 3 units.

Typical periods offered: Spring

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### **SWPM 6006 Interpersonal Psychotherapy**

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

Credit 3 units.

Typical periods offered: Spring

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### **SWPM 6007 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.

Typical periods offered: Fall

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### **SWPM 6008 Principles of Clinical Interventions in Behavioral Health**

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

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

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### **SWPM 6009 Principles & 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.

Typical periods offered: Fall, Spring, Summer

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### **SWPM 6010 Harm Reduction Community Practice**

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

Credit 3 units.

Typical periods offered: Fall, Spring

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**SWPM 6011 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.

Typical periods offered: Fall, Spring

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**SWPM 6012 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.

Typical periods offered: Fall

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**SWPM 6013 Social Work Practice in Early & Middle Childhood**

This course focuses on child development, major intervention approaches used with children, beginning practice skills for working with children, and the assessment and treatment of major psychosocial problems experienced by children. Prerequisite: S15 5038. Prerequisite or corequisite: S20 1011. Corequisite: Practicum with children or youth.

Credit 3 units.

Typical periods offered: Fall, Spring

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**SWPM 6014 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.

Typical periods offered: Fall, Spring

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**SWPM 6015 Social Work Practice in Suicide Prevention, Intervention & Postvention**

This course will provide the critical knowledge and skills relevant to understanding, engaging, assessing, intervening, and developing programs with individuals and communities at risk for suicidal behavior. The course begins by laying the theoretical groundwork by reviewing and synthesizing leading theories in suicidal behavior, ultimately landing on a behavioral definition of suicidal behavior. Additionally, identification of at-risk populations and exploration of how risk and protective factors transact to generate risk profiles will set the stage for comprehensive suicide risk assessment and management procedures, including best-practice guidelines and

documentation of risk and safety planning. Guidelines for working with clients who present with suicidal ideation, including frequent and chronic suicidality will be explored. Finally, a review of evidence-based prevention and postvention programs will provide students with a strong understanding of the spectrum of suicidal behaviors and broad-based interventions available. Prerequisite: S15-5038.

Credit 3 units.

Typical periods offered: Spring

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**SWPM 6017 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.

Typical periods offered: Spring

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**SWPM 6018 Principles, Practices & Services in Substance Use Disorder Treatment**

This course explores evidence-based principles, practices, and services in substance use disorder treatment.

Credit 3 units.

Typical periods offered: Fall, Spring

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**SWPM 6019 Interpersonal Work with Older Adults & Their Families**

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

Credit 3 units.

Typical periods offered: Fall

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**SWPM 6020 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.

Typical periods offered: Fall

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**SWPM 6021 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.

Typical periods offered: Fall, Spring

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#### **SWPM 6022 Social Work Practice with Refugees & Immigrants**

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

Credit 3 units.

Typical periods offered: Fall, Spring

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#### **SWPM 6024 Core Concepts in Trauma Treatment for Children & Adolescents**

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

Credit 3 units.

Typical periods offered: Fall, Spring

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#### **SWPM 6026 Sex, Society & Social Work: Issues & 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.

Typical periods offered: Fall, Spring

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#### **SWPM 6027 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.

Typical periods offered: Fall

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#### **SWPM 6029 Designing & Implementing Sexual Health Education, Sexual Pleasure, Power & Protection**

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

Credit 3 units.

Typical periods offered: Fall

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#### **SWPM 6030 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.

Typical periods offered: Spring

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**SWPM 6035 Special Topics: Core Components & Skills for Trauma-Informed Practice**

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

Credit 3 units.

Typical periods offered: Fall

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**SWPM 6037 Social Work Practice with LGBTQIA+ Populations**

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

Credit 3 units.

Typical periods offered: Spring

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**SWPM 6038 Leading & Managing Employees, Volunteers & Teams**

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

Credit 3 units.

Typical periods offered: Fall, Spring

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**SWPM 6039 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.

Credit 3 units.

Typical periods offered: Fall, Spring

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**SWPM 6040 Special Topics: Brown Consulting**

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

Credit 3 units.

Typical periods offered: Spring

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**SWPM 6043 Leadership & Management of Human Service Organizations**

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

Credit 3 units.

Typical periods offered: Spring

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**SWPM 6044 Social Entrepreneurship**

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

Credit 3 units.

Typical periods offered: Fall, Spring

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**SWPM 6046 Social Innovation**

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

Credit 3 units.

Typical periods offered: Fall, Spring

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**SWPM 6047 Gender, Physical Activity & Urban Development in Berlin, Germany**

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

Credit 3 units.

Typical periods offered: Spring, Summer

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**SWPM 6049 Developing Programs in Health & Social Service Settings**

Permission of instructor is required. This course will focus on the knowledge, skills and tools necessary to develop client-need driven programs within a broad array of health and social service agency settings. Includes applied learning experiences. Prerequisite: S15-5015 & S15-5038. Corequisite: Concentration Practicum. Corequisite with S50-5050 Evaluation of Programs & Services or S50-5077: Human Services: Design & Evaluation for Impact is NOT recommended due to extensive applied learning assignments in each course. Approval for concurrent enrollment must be sought from instructors of both courses prior to enrollment.

Credit 3 units.

Typical periods offered: Fall, Spring

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**SWPM 6050 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.

Credit 3 units.

Typical periods offered: Fall, Spring

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**SWPM 6051 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.

Typical periods offered: Fall

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**SWPM 6052 Community Development Practice: Basic Concepts & Methods**

Community Development Practice studies the intersection of social work at mezzo, and macro-levels, by working with community residents and supportive stakeholders to develop and enhance community assets needed to make communities livable, equitable, and sustainable. Our goal is to recognize residents as leaders positioned to lead change, thrive, and actualize their vision for an equitable community with a focus on anti-racism and equity. The course utilizes applied learning techniques requiring students to engage with community stakeholders-residents, service providers, and developers to understand the skills and abilities needed for effective practice. The course validates a participatory process that elevates learning by listening to the community. While the course focuses on St. Louis, its principles apply to community development practice in rural and international settings. Pre/corequisite: S15-5039.

Credit 3 units.

Typical periods offered: Fall, Spring

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**SWPM 6053 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.

Credit 3 units.

Typical periods offered: Spring

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**SWPM 6054 Community Development with American Indian & 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.

Typical periods offered: Fall

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**SWPM 6056 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.

Typical periods offered: Fall, Spring

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**SWPM 6057 Financial Capabilities & Consumer Protections**

This course will provide a skills-focused overview of financial capability and asset building policy and practice strategies, with a particular emphasis on consumer services and protections. Financial capability and asset-building practice include anti-poverty strategies, personal household finance, and financial access. Course content will cover how financial capability and asset building strategies are delivered in programs and services to families and communities. Case studies will

be employed to help students understand the unique challenges that people of color and low-income families encounter on their journey to financial well-being, caused in part by credit discrimination and predatory lending.

Credit 3 units.

Typical periods offered: Fall

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**SWPM 6059 Development Practice in International Settings**

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

Credit 3 units.

Typical periods offered: Fall

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**SWPM 6060 Social & Economic Development/Redevelopment Part 1**

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

Credit 3 units.

Typical periods offered: Fall

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**SWPM 6061 Social & Economic Development: East St. Louis Seminar**

This course provides a theoretical and experiential understanding of the basic forces, factors, and institutional dynamics that interact and persist to keep low-income people in poverty, generationally. Students will learn the "nuts and bolts" of how to build a depressed area and rise it to the status of an economically and socially sustainable community. Students will be taught to function in multiple roles, from consultants to city managers, and to engage with neighborhood community groups as advocates and facilitators where that need is so urgently present.

Credit 3 units.

Typical periods offered: Spring

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**SWPM 6062 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](mailto:j.lambrecht@wustl.edu) or 970-396-8457. Application deadline is May 29.

Credit 3 units.

Typical periods offered: Spring

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**SWPM 6063 Race, Inequality & Social Justice in American K-12 Education**

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

Credit 3 units.

Typical periods offered: Fall, Spring

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**SWPM 6066 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 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.

Typical periods offered: Spring

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**SWPM 6073 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.

Typical periods offered: Spring

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**SWPM 6074 Community Based System Dynamics**

This course introduces students to community based system dynamics (CBSD) as an approach for engaging communities, organizations, and trans-disciplinary teams to understand and represent complex social, health, and policy problems through the diagramming conventions of system dynamics. The course introduces students to the background and theoretical foundations of community based system dynamics; qualitative causal mapping; the practice of group model building for working with organizations, communities, and teams through structured small group exercises or "scripts"; tools for designing, facilitating, and evaluating CBSD interventions; and techniques for managing group dynamics involving power, interpersonal conflicts, and working with marginalized stakeholders. Learning is structured around problem-based and experiential approaches, including simulated

group model building exercises, facilitation practice, case study activities, and guest presentations by CBSD practitioners working in the field. The course draws on methods being developed and used by the Brown School's Social System Design Lab and explores current CBSD applications in both domestic and international settings.

Credit 3 units.

Typical periods offered: Fall, Spring

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#### **SWPM 6076 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.

Typical periods offered: Fall, Spring

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#### **SWPM 6077 System Dynamics Modeling for Strategic Design**

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

Credit 3 units.

Typical periods offered: Fall

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#### **SWPM 6078 Social Work Practice Across Systems Serving Children, Youth and Families**

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

Credit 3 units.

Typical periods offered: Fall, Spring

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## **Social Work Skill Lab**

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#### **SWSL 6000 Skill Lab: Grant Writing: Foundation Grants**

This course will provide the knowledge and specific skills to prepare a foundation grant proposal. It will examine how grantmakers operate, trends in foundation giving, the different types of foundations, how to research their interests and priorities, basic writing skills, how to build a working relationship with a foundation, elements of a strong grant proposal and customizing a grant proposal to various types of foundations.

Credit 1 unit.

Typical periods offered: Fall, Spring, Summer

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#### **SWSL 6001 Skill Lab: Grant Writing: Government Grants**

This course will provide the knowledge and specific skills to research and prepare a grant proposal to a local, state or federal government funder. It will examine the different types of government funders, how to research their interests and priorities, basic writing skills, how to build a working relationship with funder staff, elements of a strong grant proposal and customizing a grant proposal to various types of government funders.

Credit 1 unit.

Typical periods offered: Fall, Spring

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#### **SWSL 6003 Skill Lab: 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.

Typical periods offered: Fall, Spring, Summer

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#### **SWSL 6004 Skill Lab: 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.

Typical periods offered: Spring

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#### **SWSL 6005 Motivational Interviewing: Beyond the Basics to Skill Lab: Integration & Application**

Motivational Interviewing is a psychotherapeutic approach to helping clients create positive changes in their lives by enhancing client motivation and resolving ambivalence. Often cited as a key component of trauma informed care and cultural humility, MI has a strong evidence base for use with a variety of behavioral change goals among a variety of helping roles and in a variety of settings. This skills lab is designed to bring students' MI skills to the next level by building on the basics and introducing advanced content. The intermediate MI skills lab is fast-paced and assumes that students have basic knowledge of MI through completion of S81-5048. By the end of this 2-day course, students will be equipped with the information, knowledge, and understanding of steps needed to become a member of the prestigious Motivational Interviewing Network of Trainers (MINT). Prerequisite S81-5048.

Credit 1 unit.

Typical periods offered: Spring



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**SWSL 6006 English Language Support for Academic Communication in Brown School Programs**

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

Credit 0 units.

Typical periods offered: Fall

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**SWSL 6007 Skill Lab: 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.

Typical periods offered: Spring, Summer

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**SWSL 6008 Skill Lab: 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.

Typical periods offered: Fall

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**SWSL 6009 Skill Lab: 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.

Typical periods offered: Fall

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**SWSL 6010 Skill Lab: Exposure & 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.

Typical periods offered: Fall, Spring

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**SWSL 6011 Skill Lab: Acceptance & Commitment Therapy**

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.

Typical periods offered: Fall, Summer

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**SWSL 6014 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.

Typical periods offered: Spring

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**SWSL 6015 Skill Lab: Managing & 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.

Credit 1 unit.

Typical periods offered: Fall, Spring, Summer

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**SWSL 6016 Skill Lab: 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.

Credit 1 unit.

Typical periods offered: Fall, Spring, Summer

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**SWSL 6020 Skill Lab: Budget Management**

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

Credit 1 unit.

Typical periods offered: Fall, Spring

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**SWSL 6023 Skill Lab: Strategic Planning & Execution**

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

Credit 1 unit.

Typical periods offered: Fall, Spring

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**SWSL 6031 System Dynamics Applied Practice I: Designing Responsive Community Based System Dynamics Approaches**

This course focuses on supporting students to apply concepts, skills, and tools of SWPM-6074: Community Based System Dynamics to applied community contexts. Students are invited to bring a dynamic problem related to their ongoing community-based work as an input to course activities. The course will focus on skill building in identifying community priorities and concerns; translating narratives and research evidence into preliminary model structure; and on skills of designing community-specific and culturally relevant group model building workshops. This course applies a strength based, resource-based view of individuals, organizations and communities through reflective work on individual practice and through design of approaches to engaging communities and organizations. The course is structured as a group independent study; specific meeting times and frequency will be determined based on student and instructor schedules.

Credit 1 unit.

Typical periods offered: Fall, Spring

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**SWSL 6032 System Dynamics Applied Practice II: Simulation Model Translation & Adaptation**

This course focuses on supporting students to apply concepts, skills, and tools of SWPM-6077: System Dynamics Modeling for Strategic Design to applied community contexts. This course will help students learn how to identify relevant system dynamics model structures and adapt those models for use in new problem domains to support community-based planning and dialogue. The course will focus on skills in development of model structure from equations; identification of generic structures; model confidence building, sensitivity analysis and critique; parameter estimation & model calibration. The course is structured as a group independent study; specific meeting times and frequency will be determined based on student and instructor schedules.

Credit 1 unit.

Typical periods offered: Fall, Spring

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**SWSL 6033 System Dynamics Applied Practice III: Developing Interactive Model Interfaces**

This course will help students learn and apply techniques for model analysis and translation of insights to new audiences. Specific attention will be on using model analysis to explore structural explanations for policy and program behavior, and on developing interactive model interfaces to communicate system insights. The course is structured as a group independent study; specific meeting times and frequency will be determined based on student and instructor schedules.

Credit 1 unit.

Typical periods offered: Fall, Spring

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**SWSL 6034 Introduction to System Dynamics for Advancing Equity**

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

Credit 1 unit.

Typical periods offered: Fall, Spring

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**SWSL 6046 MSW Research Seminar I**

Prerequisite/Corequisite: Biostatistics.

Credit 1 unit.

Typical periods offered: Fall

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**SWSL 6047 MSW Research Seminar II**

Prerequisite: S81 5151 MSW Research Seminar I and Biostatistics.

Corequisite: Applied Linear Modeling.

Credit 2 units.

Typical periods offered: Spring

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## Social Work Social Policy

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**SWSP 6002 American Indian Social Welfare Policies & 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.

Typical periods offered: Spring

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**SWSP 6003 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.

Typical periods offered: Fall, Spring

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**SWSP 6004 Social Policies, Services & Programs in Aging**

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

Credit 3 units.

Typical periods offered: Spring

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**SWSP 6005 Regulating Sex: Social Work Perspectives**

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

Credit 3 units.

Typical periods offered: Fall

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**SWSP 6007 Policy Design Lab**

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

Credit 3 units.

Typical periods offered: Fall, Spring

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**SWSP 6008 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.

Credit 3 units.

Typical periods offered: Fall, Spring

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**SWSP 6009 International Social & Economic Development Policy**

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

Credit 3 units.

Typical periods offered: Fall, Spring

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**SWSP 6010 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.

Typical periods offered: Spring

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**SWSP 6011 Substance Use Policy**

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

Credit 3 units.

Typical periods offered: Spring

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**SWSP 6012 Behavioral Health Policies & 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.

Credit 3 units.

Typical periods offered: Fall, Spring

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**SWSP 6018 Health Administration & Policy**

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

Credit 3 units.

Typical periods offered: Fall, Spring

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## Social Work Theory, Problems & Issues

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**SWTH 6000 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).

Credit 3 units.

Typical periods offered: Fall, Spring

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**SWTH 6001 Theoretical Approaches to interpersonal Violence Across the Life Course**

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

Credit 3 units.

Typical periods offered: Fall

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**SWTH 6002 Theories & 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.

Credit 3 units.

Typical periods offered: Spring

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**SWTH 6003 Health Behavior & 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.

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

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**SWTH 6006 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.

Credit 3 units.

Typical periods offered: Fall, Spring

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**SWTH 6009 International Social & Economic Development Theory**

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

Credit 3 units.

Typical periods offered: Spring

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**SWTH 6010 Theories of Racial, Social & Economic Justice**

The objective of this course is to provide an overview of theories of racial, social, and economic justice in advancing equitable outcome of communities throughout the U.S. This course will explore the intersections of social, political, and economic structures, systems, and institutions that promote or inhibit people's abilities to thrive. This course will approach topics through theory, policy, and practice with an emphasis on dismantling white supremacy and promoting an anti-racist lens. Students will (un)learn and challenge theories, policies, and practices that are harmful to marginalized and oppressed populations. Credit 3 units.

Typical periods offered: Spring

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**SWTH 6011 Contemporary Theories & 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.

Credit 3 units.

Typical periods offered: Fall, Spring

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**SWTH 6012 Human Service Organizations: Theory, Concepts & Issues**

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

Credit 3 units.

Typical periods offered: Fall, Spring

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**SWTH 6013 Indigenous Knowledge, Values & Cultures**

Surveys several major themes in the history and modern evolution of American Indian societies, cultures, values, and laws. Examines indigenous societies and cultures before the arrival of Europeans. Explores the history of American Indians and Indian nations in the US and their treatment by the US. Examines modern Indian governments, and legal systems, and the status of Indian nations as sovereign political entities within the US.

Credit 3 units.

Typical periods offered: Spring