

Student Handbook 2020 - 2021

Washington University in St. Louis offers several master degree programs within the field of public health. Each is distinct in its target audience (e.g. clinicians, pre-doctoral students, postdoctoral trainees), focus (e.g. quantitative methods, clinical research, applied public health, genetic epidemiology, statistical genomics), and approach (e.g. coursework vs. mentored research vs. practicum).

More specifically, the Master of Population Health Sciences (MPHS), offered by the School of Medicine, is designed as a one-year full-time degree program that meets the needs of clinicians seeking training in clinical research methods. Its quantitative curriculum emphasizes the role of epidemiology and biostatistics in approaching clinical effectiveness and outcomes research. Although there is no research component to the degree, an emphasis on applied coursework allows for students to focus application of concepts in areas most relevant to their clinical careers including development of research study protocols, performing systematic reviews, and designing epidemiologic studies.

<p>Program Director Graham Colditz, MD, DrPH Program Director, Master of Population Health Sciences Niess-Gain Professor of Surgery, Professor of Medicine Associate Director Prevention and Control, Alvin J. Siteman Cancer Center, Deputy Director, Institute for Public Health</p>	<p>Co-Deputy Director Yikyung Park, ScD Telephone: (314) 362-9651 Yikyungpark@wustl.edu</p>
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Admissions Process

The Program Coordinator will notify applicants in writing of the Admissions Committee deliberations according to the schedule listed on the MPHS website. The applicant is expected to respond, in writing using the attached acceptance letter as a template. Students are officially enrolled in the program once the Program Coordinator has received written documentation of acceptance. Students will work with the Program Coordinator to register for courses, obtain an e-mail address (if necessary), and any other logistics associated with matriculation.

Program Calendar

The program is designed for full-time study over the course of one academic year. Students are encouraged to follow the recommended sequence of full-time coursework in order to complete the program in 11 months. Part-time study is also allowed with approval of the Program Director.

SAS Course

Classes begin one week prior to the fall 1 session with an intensive session, Introduction to SAS for Clinical Research, aimed at providing fundamentals required for introductory and advanced courses. This course will be held from August 19, 2019 to August 23, 2019, from 9 am to noon. This course will introduce students to the software package SAS for use in cleaning and analyzing data. Topics covered include writing SAS programs; entering, importing and saving data; formatting and labeling data; manipulating variables and creating new ones; dealing with missing values; merging and appending datasets; and running basic descriptive statistics and making graphs. Students with previous SAS experience may opt out of this required class by taking the final exam on July 19th at 9:00am – 12:00pm in the Taylor Avenue Building (Julius Richmond - Room 2132). Students who receive a 90% or higher on the exam will be exempt from taking the course.

The start date for fall semester Session I coincides with the University schedule. Session I (8 weeks in duration) is followed by Session II (also 8 weeks).

Start Dates for 2020- 2021 Academic Year:

Summer: Aug. 17, 2020 to Aug. 21, 2020

Fall 1: Aug. 24, 2020 to Oct. 16, 2020

Fall 2: Oct. 19, 2020 to Dec. 11, 2020

Winter: Jan. 11, 2021 to Jan. 15, 2021

Spring 1: Jan. 19, 2021 to March 12, 2021

Spring 2: March 15, 2021 to May 10, 2021

The winter session is optional. It is a 1 week period in January between Fall II and Spring I with a limited offering of intense courses. In January 2021, Communicating Research Findings to the Media and Lay Audiences will be held the week of January 11, 2021.

Spring semester Sessions I and II follow a similar eight-week format/succession with Session I start dates and Session II end dates corresponding with the University calendar. The eight-week structure (with 4 sessions over the year) of the MPHS program is critical given the duration of the program and the required succession of fundamental courses in Epidemiology and Biostatistics. Whenever possible, course schedules are coordinated with other graduate programs such as the MSCI and Masters in Biostatistics to facilitate cross-listing of courses and to accommodate students interested in courses offered by a peer graduate program.

Requirements for Graduation:

Students are required to complete 33 credit-hours* with a cumulative grade point average of 3.0/4.0 or higher. At least 25 credit hours – including all required courses - must be taken for a grade (versus pass/fail).

Required credits will be distributed as follows*:

Ethics in Population and Clinical Health	1 credit hour
Introduction to SAS for Clinical Research	1 credit hour
Clinical Epidemiology Methods (Introduction, Intermediate, Applied)	9 credit hours
Biostatistics for Clinical Research (Biostatistics I, Biostatistics II)	6 credit hours
Electives	17 credit hours
TOTAL credits required for degree	33 credit hours

* Medical students are required to take a one-credit course, Current topics in Public Health, offered in the fall.

Electives - 16 credits to be distributed among the eligible courses. A list of electives can be found at www.mphs.wustl.edu

At WUSTL:

(For non- WUSM courses, approval as elective required by curriculum subcommittee. Submit course syllabus and competencies to the program coordinator to present for approval.)

ORCID

ORCID is a nonprofit online database that keeps track of publications. Upon signing up, you're given a unique ID number specific to you and can populate a bibliography with your publications (similar to PubMed). It links to other databases. Now NIH is starting to require ORCID numbers on publications that link to funding from grants to also help keep tracking of publications. Having your ID numbers allows us to search for publications related to the MPHS program.

<https://orcid.org/>.

Concentrations

In addition to the MPHS core courses, students further specialize their research methods studies by completing 16 credits in one of three concentration areas: Clinical Epidemiology, Health Services and Psychiatric and Behavioral Health Sciences.

Clinical Epidemiology Concentration - Provides physicians with strong methodologic skills in study design and epidemiology focusing on clinical problems. Training focuses on: rigorous clinical research study designs; the role of epidemiology in disease prevention and clinical health outcomes including analysis of prevention and screening programs; evaluation of treatment and disease management programs; and the application of prediction rules. To obtain the Clinical Epidemiology concentration, an MPHS student must take the following courses:

- Randomized Controlled Trials (M19-550)
- Systematic Reviews and Meta-Analysis (M19-551)
- 9 additional credits of elective courses with approval from the program director

Health Services Concentration - Provides the advanced methods training needed to evaluate and identify the most appropriate and effective approaches to clinical care, including prevention, early detection and disease management. Areas of research interest for the concentration include: cost-effectiveness analysis; decision analysis; health services research; and quality improvement. To obtain the Health Services concentration, an MPHS student must take the following courses:

- Patient Safety, Quality Management and Quality Improvement (M19-526)
- Decision Analysis for Clinical Investigation and Economic Analysis (M19-540)
- 6 additional credits of elective courses with approval from the program director

Psychiatric and Behavioral Health Sciences Concentration - Provides clinicians and post-graduate researchers with strong conceptual and methodological skills required for the design, advanced analysis, and interpretation of epidemiological and treatment-effectiveness studies for psychiatric and addiction-related phenotypes. This concentration emphasizes: in-depth understanding of disease phenotypes; pathobiology and developmental trajectories; understanding the underlying biological and environmental factors and their interactions; understanding the role of psychiatric and addiction illness plays in comorbidity with other medical illnesses; develop research skills in devising disease prevention and intervention programs; evaluating psychiatric clinical treatment and management programs of psychopathology; and understanding global and regional variations in phenotypes, developmental patterns, environmental, prevention and clinical treatments. To obtain the Psychiatric and Behavioral Health Sciences Concentration, an MPHS student must take the following courses:

- Psychiatric and Behavioral Assessment in the Digital Age (M19-566)
- Addiction and Addictive Behaviors (M19-562)
- Global Burden of Diseases: Methods and Applications (M19-5656)
- 6 credits of elective courses with approval from the program director

Program Faculty: For faculty list refer to: <http://www.mphs.wustl.edu>

Academic Progress

All students must maintain a minimum of a "B" in all required courses, a minimum grade of "C" or "Pass" in all other courses, and an overall grade point average of 3.0 on a 4.0 scale. Twenty-five or more of the 33 credit hours must be taken for a grade versus pass/fail; all required courses must be taken for a grade. All grades are based on satisfactory completion of the course materials and a final examination, term paper, or project.

If a student receives a letter grade below "B" or "Fail" in any required courses or below a "C" or "Fail" in elective courses, he/she will be required to repeat the course with the minimum passing grade in order to receive credit. Failure to achieve the minimum required grade in a course for the second time will result in termination from the program. "Incomplete" grades are not acceptable for graduation and students are urged to complete their assignments in a timely manner.

Students may appeal grades by filing a Grade Appeal Form (available through the Office of the Registrar) within 30 days of completing the course. Grade Appeal Forms will be reviewed by the Program Committee and will take into consideration both the student and professor perspectives.

If a student has failed to make satisfactory academic progress (minimum of "B" in required courses, minimum of "C" in electives, "Pass" in pass/fail courses), the Program Director will notify the student and his/her advisor. Failure of the student to correct the causative deficiency within the subsequent session after such notification will lead to review by the Program Committee. The review will consist of assessment of the student's academic progress to-date (including grades from all graduate level coursework) as well as the student's perspective as presented in written form or, at the request of the Program Committee, in person.

Program Committee decisions will be communicated to the student in writing. Potential actions include (1) development of a remediation plan that specifies requirements, timelines, and measurements of improvement (this could include warning, probation, penalty, suspension) or (2) recommendation that the student be dismissed

from the program. Recommendations for dismissal will be forwarded to the Dean of the Medical School after 14 days post-notification.

Appeals of recommendation for dismissal should be submitted in writing to the Program Director within 14 days of receipt of notice of dismissal. The Program Director will notify the Program Committee and forward the appeal to the Dean of the Medical School. The Dean of the Medical School will convene an unbiased adhoc committee comprised of equally distributed and representative clinical and pre-clinical faculty members. The adhoc committee will review the appeal to confirm that the MPHS Program Committee followed due process in its assessment, review, and conclusion. Upon request and with the advance approval of the adhoc committee, the student may appear before the committee and may request that he/she be accompanied by a WUSM faculty member, staff member, or fellow student. Final determinations will be communicated to the student in writing within 14 days of the meeting.

Advising

All students will be assigned an advisor who will be responsible for guiding the student in terms of meeting program requirements and aligning coursework and projects with his/her research interest. Advisor selection will be driven by the student’s area of interest as expressed in the one-page description accompanying the program application. Allison King, MD, will serve as an advisor to the medical students and Adetunji Toriola, MD and Yikyung Park, ScD will advise non-medical students.

Tuition

Tuition for the 2020-2021 academic year is \$1,380.00 per credit hour. Tuition rates will not increase above the amount set at the time of enrollment, assuming continuous full-time enrollment. Full-time tuition includes student health, life, and disability coverage through WUSM. Additional charges include one-time matriculation and graduation fees at \$150.00 each

Tuition Reimbursement Policy

Tuition reimbursement is dependent upon the point at which the student withdraws. In all cases, notice of withdrawal must be submitted in writing. Similarly, fees are charged when students fail to meet registration and payment deadlines. Specific fees and reimbursements are as follows if students:

Timepoint	Fee/Refund
Withdraw prior to the first class	Tuition refunded in full
Withdraw within first two class periods	Tuition refunded in full
Withdraw within the first 4 weeks of the semester	50% refund
Withdraw after 4 weeks (50% of semester)	None

Students who plan to drop a course must do so within the first four (4) weeks, otherwise a Withdraw will be given for that course.

Software's Used within the Program

Course	Software Used	Prerequisites	When is course offered?
M19-510 Introduction to SAS	SAS		Pre-Fall
M19-551 Systematic Reviews and Meta-Analysis	Stata	M21-570 or equivalent required prerequisite	Spring
M19-527 Development, Validation, and Application of Risk Prediction Models	SAS, R, or Stata	Biostatistics I and II (M21-560 and M21-570) or equivalent required prerequisite; Basic epidemiology and biostatistics (from survey)	Spring
M19-5254 Using Administrative Data for Health Services Research	SAS (enterprise guide only) or SPSS	M19-501 and M21-560	Spring
M19-601 Grant Writing: Applying Clinical and Population Health Methods		From Survey: They have to be able to write the Approach section of a grant, which typically requires an understanding of study design/epidemiology and biostatistics (unless the grant proposes to use qualitative methods only). They also need to include power or sample size calculations.	Spring
M19-540 Decision Analysis for Clinical Investigation and Economic Evaluation	TreeAge Pro	An introductory course in probability and statistics is a mandatory prerequisite for this class.	Fall
M19-502 Intermediate Clinical Epidemiology	SAS	M19-501 (intro epi)	Fall 2
M19-550 Randomized Controlled Trials		Students are strongly encouraged to have taken or be concurrently enrolled in M19-511	Fall
M19-5656 Global Burden of Disease: Methods and Applications		From survey: May GBD course use basic biostatistics or knowledge of epidemiology as a prerequisite, but they are loosely defined	Fall

Health Insurance

All full-time students are required to have health insurance coverage through a Washington University health care policy. Health insurance plans are available for full-time students only (spouses and/or dependents are not eligible) through Student Health Services. Associated costs are covered by full-time tuition. Visit <http://wusmhealth.wustl.edu/> or phone the Student Health Services office at 314-362-3523 for more information regarding available plans.

Leave Policy

Students may request a leave of absence for academic or personal reasons by submitting a statement in writing to the Program Director. Such a statement should include indication of the beginning and anticipated ending dates of the leave, and a brief statement of the reason (academic or personal). Requests for leaves of absence must be approved by the Program Director.

Leaves of absence shall be granted for no more than one academic year, but in unusual cases may be renewed by the Program Director for a second year. Students requiring a personal leave of absence for medical reasons must, in addition, submit a letter of support from the student's treating physician for both the leave and return requests.

Library and Computer Use

The Bernard Becker Medical School Library is the primary library resource for the MPHS program. However, students have access to all University libraries with a valid Washington University ID.

The Bernard Becker Medical School Library has computer facilities available to students as does the Olin Residence Hall and the Student Support Office (latter two options available to medical students only). Wi-Fi is available to students in WU libraries, common spaces, within some departments, and in the residential buildings (applicable to medical students only).

All students will be assigned an e-mail address and will have access to the Internet have access to all University libraries with a valid Washington University ID.

Medical students enrolled in the MPHS program will also have designated workspace in the Taylor Avenue Building. Please contact Blanka Hodzic, MPHS program coordinator, for additional information.

Academic Integrity/Plagiarism Policy

Academic dishonesty is a serious offense that may lead to probation, suspension, or dismissal from the University. Academic dishonesty includes plagiarism (the use of someone else's ideas, statements, or approaches without proper citation), copying information from another student, submitting work from a previous class for a new grade without prior approval from your instructor, cheating on exams, etc.

Any evidence of academic misconduct will result in appropriate action as dictated by Washington University in St. Louis. Violations of academic honesty will result in notification to the Associate Dean of Academic Affairs at the Washington University School of Medicine, as well as the MPHS Director, Assistant Director(s), and Program Committee. You are responsible for reviewing [WashU's academic integrity resources](#) to become aware of the actions that constitute academic dishonesty and the consequences of violating the university's policy.

Disciplinary actions for non-academic transgressions:

Matters involving possible breaches of professional integrity shall be brought to the attention of the Program Committee. Individual(s) raising concern regarding possible misconduct must inform the Program Director of his/her concern in writing.

Behavior inappropriate to the program includes breaches of personal confidence and trust abuse, misrepresentations or other seriously improper conduct in relation to patients, faculty, staff, or colleagues; and other misconduct, misrepresentation or failure in personal actions or in meeting obligations. Concerns will be held confidential and reviewed by the Program Committee. The Program Committee's decision will be communicated to the informant and/or student (when appropriate) in writing. Instances when the Program Committee is unable to make a determination or when the informant appeals the Program Committee's decision will be handled according to the process of appeals described in Section 1, Question 10.

If an involuntary leave of absence is imposed, the suspending authority shall prepare a written notice of the imposition and shall have the notice mailed certified or personally presented to the student. The written notice shall include a brief statement of the reasons therefore, and a brief statement of the procedures provided for resolving cases of involuntary leave of absence under these rules.

The student shall be given an opportunity to appear personally before the suspending authority within five (5) business days from the date of service of the notice of imposition of the involuntary leave of absence. If the student asks to appear personally before the suspending authority, only the following issues shall be considered:

- Whether the suspending authority's information concerning the student's conduct is reliable; and
- Whether under all the circumstances, there is a reasonable basis for believing that the continued presence of the student on campus poses a substantial threat to the student, or to the rights, of others to engage in their normal University functions and activities.

Within one week of the date of imposition of the involuntary leave of absence, the suspending authority shall either file a statement of charges against the student with the University Judicial Board and shall have the statement or charges served by mail or personal service upon the student and the Dean of the school or college or Director of the program in which the student is enrolled, or initiate proceedings under these rules to convene a Disciplinary Committee.

A temporary suspension shall end when (i) rescinded by the suspending authority, or (ii) there is a failure of the suspending authority to promptly file a statement of charges with the University Judicial Board or a Disciplinary Committee, or (iii) the case is heard and decided by the University Judicial Board or the Disciplinary Committee. Return of students from involuntary leave of absence requires clearance from the Director of the Student Health Service, the Associate Dean for Student Affairs, and the MPHS Program Director.

Abusive Conduct:

Washington University in St. Louis School of Medicine (WUSM) is committed to having a positive learning and working environment for its students, faculty and staff. All individuals have the right to enjoy an environment free from all forms of conduct that can be considered harassing, threatening or intimidating. In addition, academic freedom can exist only when every person is free to pursue ideas in a non-threatening atmosphere of mutual respect. WUSM is committed to protecting the academic freedom and freedom of expression of all members of the school community and this Policy against abusive conduct will be applied in a manner that protects those freedoms. Abusive conduct is reprehensible and threatening to the careers, educational experience, and well-being of all members of our community and will not be tolerated. This Policy applies to all students, faculty and staff and is in addition to the Washington University Sexual Harassment and Discriminatory Harassment policies.

What Is Abusive Conduct?

Abusive conduct is behavior that creates an intimidating environment and is likely to interfere with an individual's work or education. This conduct can be verbal, visual, physical or communicated in writing or electronically. Such conduct is typically directed against a particular individual or individuals. It includes, but is not limited to, situations in which one person has authority over another. In such situations, abusive conduct is particularly serious because it may unfairly exploit the power inherent in a faculty member's or supervisor's position.

Examples of conduct that may be considered abusive include but are not limited to:

- threatening or intimidating behavior or words (written or oral);
- obscenities/profanities (verbal or gestures) directed at a person;
- threatening or obscene gestures, jokes, or cartoons;
- degrading a person or a group on the basis of a personal or cultural characteristic;
- taunting, jeering, mocking, or humiliating another person through acts or words;
- screaming and/or yelling at or around others;
- insulting someone, especially in the presence of others; and

- endangering the safety of an individual or individuals.

In considering a complaint under this policy, the following understandings shall apply:

- 1) Abusive conduct must be distinguished from behavior which, even though unpleasant or disconcerting, is appropriate to the carrying out of certain instructional, advisory, or supervisory responsibilities. In the context of patient care clear and direct communication may be necessary in order to deliver safe, effective, appropriate, and timely clinical treatment.
- 2) Instructional responsibilities require appropriate latitude for pedagogical decisions concerning the topics discussed and methods used to draw students into discussion and full participation.

The fact that someone did not intend to be abusive is generally not considered a sufficient defense to a complaint, although the reasonableness of the accuser's perceptions may be considered. In most cases, it is the characteristics and the effect of the behavior on the complainant and whether a reasonable person would find the conduct abusive that determines whether the behavior was abusive.

Reporting Abusive Conduct

The School of Medicine can respond to specific instances and allegations of abusive conduct only if it is aware of them and therefore encourages anyone who believes that he or she has experienced abusive conduct to come forward promptly with inquiries, reports, or complaints and to seek assistance. In addition, any faculty member, manager, or employee who becomes aware of instances or allegations of abusive conduct, by or against a person under his or her supervisory authority, is required to report it to the appropriate dean, director, department head, or other similar administrator or to the WUSM Human Resources Office. Once a complaint is received, it is the responsibility of the dean, director, department head, or similar administrator to respond to the allegations and reports of abusive conduct and take corrective action, if appropriate, or to work with WUSM Human Resources to develop such a response and corrective action, if appropriate. All complaints and their resolution must be reported to WUSM Human Resources.

Protection of Rights

Retaliation means conduct that adversely affects another's terms or conditions of employment or education and has the effect of harming a person for filing a complaint or for participating in the investigation. Retaliation can take many forms. Examples include but are not limited to:

- reassignment of work duties without good reason;
- loss of job benefits (i.e., travel);
- loss of salary;
- termination; and
- threats.

Against the Complainant

It is a violation of this policy to retaliate against persons who report or make a charge of abusive conduct or against those who testify, assist, or participate, in any investigation involving a complaint. Any such retaliation, or any encouragement of another to retaliate, is a violation of this policy, independent of whether the particular claim is substantiated.

Against the Respondent

Lodging a complaint is not proof of prohibited conduct. A complaint shall not be taken into account during reappointment, tenure, promotion, merit, or other evaluation or review until a final determination has been made that the policy has been violated.

Knowingly False or Malicious Complaints

Accusations of abusive conduct typically have injurious and far-reaching effects on the careers and lives of accused individuals. Therefore allegations must be made in good faith and not out of malice. Knowingly making a false or frivolous allegation will not be tolerated and will subject the person making such a report to disciplinary action.

Possible Sanctions

Possible sanctions for a person found to exhibit abusive conduct include, but are not limited to, the following:

In many situations, the following examples of sanctions may be sufficient:

- oral or written reprimand;
- required attendance at a sensitivity program;
- apology to the victim; and
- oral or written warning.

In certain situations, the following sanctions may also need to be considered:

- loss of salary or benefit, such as sabbatical or research or travel funding;
- loss of non-salary benefits (i.e., travel funding);
- demotion; and
- suspension, probation, termination.

While counseling is not considered a sanction, it may be offered or required in combination with sanctions.

Disability Policy

It is the goal of Washington University to assist students with disabilities in removing the barriers their disabilities may pose and provide support in facing the challenge of pursuing an education at Washington University.

Washington University recognizes and accepts its professional, legal and moral responsibility to avoid discrimination in the acceptance and education of qualified students with disabilities and to provide reasonable accommodations to such students consistent with the principles embodied in the law. These guidelines apply to students seeking admittance as well as to those who become disabled while they are enrolled.

Washington University makes every effort to insure that all qualified applicants and students can participate in and take full advantage of all programs and opportunities offered within the university. Washington University encourages and gives full consideration to all applicants for admission. Washington University does not discriminate in access to its programs and activities on the basis of age, sex, sexual orientation, race, disability, religion, color or national origin.

All relevant policies can be found in the Bulletin of the School of Medicine:

<http://bulletin.wustl.edu/medicine/policies/wusm-other/#Disabilities>

Students need to share their disability and request for accommodations with Allison King, MD, MPH, PhD, Associate Director for Medical Students. Once a disability has been shared, accommodations are available for students. Please see the “WUSM Mental Health Services” section below.

WUSM Mental Health Services:

Mental Health Services are available for full-time students enrolled on the Medical School campus. Students can self-refer to a counselor (phone: **314-362-2404, Option # 1 or Option # 2**); or make an appointment with **Dr. Karen Winters** through **Student Health Services (SHS)**, telephone: **314-362-3523**, and follow the prompts.

There are also contractual mental health service providers who are available off-campus. More information regarding this coverage and a list of participating providers are accessible via: <https://wusmhealth.wustl.edu/> and then clicking on **Students** and scrolling down to **Mental Health Information** <https://wusmhealth.wustl.edu/students/mental-health-information/>.

This information is also available in each course syllabus.

Please do not hesitate to reach out to **Dr. Winters, 314-362-3523**, or to any of our off-campus providers <https://wumhealth.wustl.edu/>.

Mental Health Services' professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: shs.wustl.edu/MentalHealth.

Sexual Assault Resources:

You can also speak confidentially and learn about available resources by contacting [Dr. Gladys Smith, PhD](#), Sexual Violence Prevention Therapist and Licensed Psychologist at the Medical Campus, (314) 362-2404. Additionally, you can report incidents to the Office of Student Affairs or by contacting WUSM Protective Services 314-362-4357 or your local law enforcement agency.

Bias Resources

The University has a process through which students and staff who have experienced or witnessed bias, prejudice or discrimination against a student can report their experiences to the University's Bias Report and Support System (BRSS) team. For details see: diversityinclusion.wustl.edu/brss/.

Office of the Associate Vice Chancellor for Diversity, Equity and Inclusion (DEI)

The DEI Training Team designs, facilitates and leads diversity education programming for faculty, staff and students on a wide range of topics including: creating a climate of respect, the value of diversity and the role of biases in our day-to-day lives. diversity.med.wustl.edu/training/

The Office of Diversity Programs promotes diversity among and prepares medical students to lead in a global society. A priority for the Office of Diversity Programs is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. mddiversity.wustl.edu/

The Diversity and Inclusion Student Council promotes an inclusive campus environment for all School of Medicine students. sites.wustl.edu/disc/

The Office for International Students and Scholars embraces the university's mission of welcoming promising students from around the world. wumma.wustl.edu/

University Policy:

All students and faculty are expected to adhere to all university policies.

Governance and [Policies](#)

- [Code of Conduct](#)
- [Conflict of Interest](#)
- [Policy on Consensual Faculty-Student Relationships](#)
- [Policy on Discriminatory Harassment](#)
- [Intellectual Property](#)
- [Non-Discrimination Statement](#)
- [Research Integrity](#)
- [Reading Days and Final Examination Period](#)
- [Teaching Practices and helpful sites](#)

- [University Judicial Code](#)

Additional University Student Policies

- [Academic Integrity Policy for Graduate Students](#)
- [Disability Resource Center](#)
- [Non-Discrimination Statement](#)
- [School of Medicine Policy for Students with Disabilities](#)
- [Student Academic Records and Transcripts](#)
- [Student Technology Services](#)

Resource Guide

- **English Language Courses for Academic and Professional Communications**
<http://oiss.wustl.edu/english-language-programs/courses/>
- **Office for International Students and Scholars**
<http://oisshome.wustl.edu/>

Useful Links:

Office of Human Resources: <http://hr.med.wustl.edu/Pages/Home.aspx>

Washington University School of Medicine: <http://medicine.wustl.edu/info/current-students/>

Washington University Office of Education Link: <http://wusmeducation.wusm.wustl.edu/Pages/Welcome.aspx>