

Scholar Handbook

Applied Health Behavior Research (AHBR) Program

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Section 1 – Organizational Information

The Applied Health Behavior Research (AHBR) Program is managed by the Clinical Research Training Center (CRTC) which is part of the Institute of Clinical and Translational Sciences (ICTS) at the Washington University School of Medicine.

Washington University School of Medicine

<https://medicine.wustl.edu/>

Washington University School of Medicine is a world leader in medical education, research and patient care. Its graduate programs are perennially ranked among the nation's best by ***U.S. News & World Report***. It is a model partnership among several nationally ranked institutions and one of the nation's premier centers for clinical excellence, scientific research, and education.

Institute of Clinical and Translational Sciences (ICTS)

<http://www.icts.wustl.edu>

The Washington University Institute of Clinical and Translational Sciences (ICTS) is one of 60 medical research institutions working together as a national consortium to improve the way biomedical research is conducted across the country. The consortium, funded through the Clinical and Translational Science Awards (CTSA), shares a common vision to reduce the time it takes for laboratory discoveries to become treatments for patients, and to engage communities in clinical research efforts. It is also fulfilling the critical need to train the next generation of clinical researchers. The CTSA initiative is led by the National Center for Advancing Translational Sciences (NCATS) at the National Institutes of Health (NIH).

The Washington University ICTS is a collaborative effort with BJC Healthcare, Saint Louis University, University of Missouri at St. Louis College of Nursing, St. Louis College of Pharmacy, and Southern Illinois University Edwardsville School of Nursing. ICTS partners contribute to the diverse and experienced leadership of programs, enhancing the extensive research capability and infrastructure.

What is Clinical Research?

Clinical research is defined as patient-oriented research, that is, research conducted with human subjects or on material of human origin such as tissues, specimens and cognitive phenomena, for which an investigator or colleague directly interacts with human subjects. Clinical research embraces a spectrum of scientific disciplines (e.g. epidemiology, biostatistics, pharmacology, biology and psychology), methodologies (e.g. observational, experimental), health professions (e.g. radiology, nursing, clinical psychology), and specialties and subspecialties (e.g. internal medicine, surgery, pediatrics, obstetrics/gynecology, oncology, cardiology, nephrology and others). Examples of clinical research include: patient-oriented research, mechanisms of human disease, therapeutic interventions, clinical trials, development of new technologies, epidemiologic and behavioral studies, and outcomes research and health services research. (<http://report.nih.gov>)

Types of Translational Research

T1 Bench to Bedside

“To Humans” Translating laboratory findings into potential clinical solutions in humans. Laboratory-based research aimed at clarifying mechanisms of disease, developing measures or markers of disease presence, severity, or improvement, and developing drugs, devices, or interventions to treat disease or to improve health.

T2 Bedside to Practice

“To Patients” Testing initial hypotheses in early stage and multicenter human trials. Generally identifies community, patient, physician, and organizational factors that serve as barriers and facilitators to translation; develops novel intervention and implementation strategies to increase translation, such as quality improvement programs or policies; and evaluates the impact of strategies to increase translation of relevant healthy behaviors and processes of care.

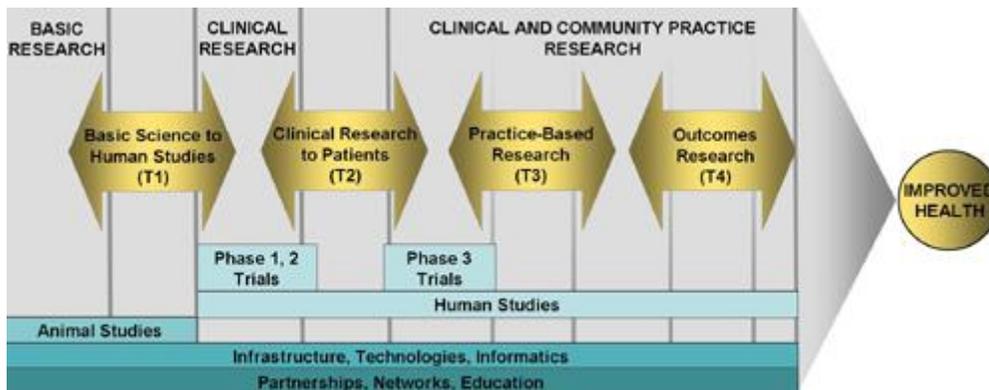
T3 Practice to Research

“To Practice” Translating clinical trial findings into everyday clinical practice. Dissemination and implementation phase; translates the results from clinical studies into everyday clinical practice and health decision-making; identifies and resolves barriers to implementation of evidence-based guidelines into community practice.

T4 Research and Practice to Community Public Health and Health Policy

“To Population” Implementing and testing new clinical solutions at the population level. Health outcomes research; evaluates the ‘real world’ results that occur when T1-T3 research is implemented.

Continuum of Translational Research



Am J Bioethics. 2008;8(3): 58-60.

Clinical Research Training Center (CRTC)

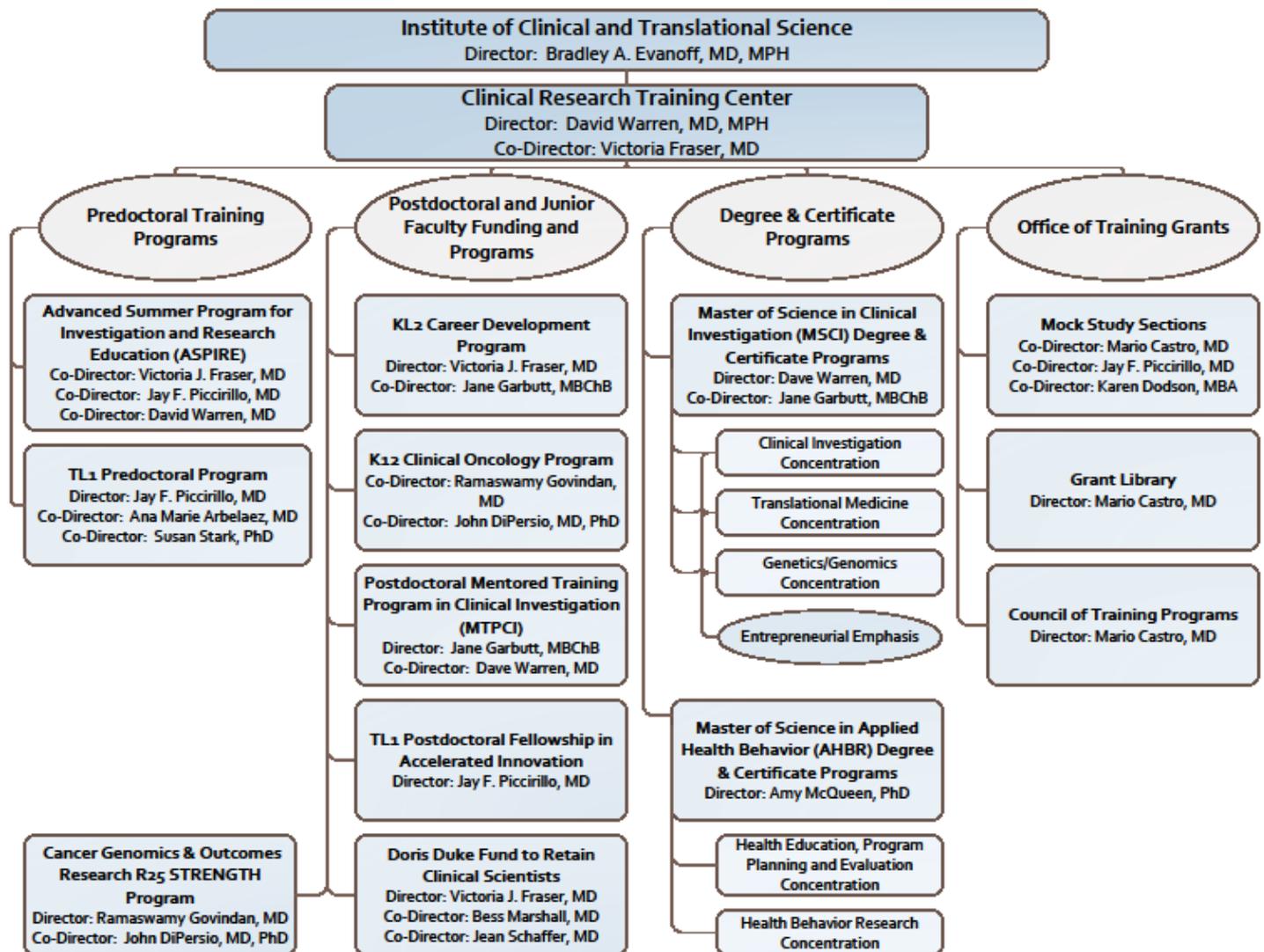
Overview

The Applied Health Behavior Research (AHBR) Program is housed within the Clinical Research Training Center (CRTC) <http://crtc.wustl.edu/>. The CRTC is also the physical home of the KL2 Career Development Awards, the Paul Calabresi K12 Career Development Program for Clinical Oncology, the TL1 Predoctoral Program, the Postdoctoral Mentored Training Program in Clinical Investigation (MTPCI), the Master of Science in Clinical Investigation, and the Advanced Summer Program for Investigation and Research Education (ASPIRE). The CRTC is centrally located on the second floor of the Wohl Clinic Building on the Washington University School of Medicine campus.

The vision of the CRTC is to provide innovative clinical and translational research training programs that transcend institutional and departmental/divisional boundaries, bringing diverse disciplines and individuals together into cohesive multidisciplinary teams to address the treatment and prevention of disease. As a scholar in one of the CRTC programs, you have access to this space and its amenities.

The CRTC was created to provide high quality, multidisciplinary training in clinical and translational research, to offer a range of didactic degree and non-degree programs and coursework, to provide supportive and interactive mentorship, and to promote the career development of future clinical investigators.

Organizational Chart



CRTC Contacts

	Title	Area of Expertise	Contact Information
<p>Betsy Abente</p> 	Research Administrator	<ul style="list-style-type: none"> -Office of Training Grants -Grant Library -Mock Study Sessions 	<p>eabente@wustl.edu 314-362-1160</p>
<p>Vildana Basagic</p> 	Research Administrator	<ul style="list-style-type: none"> -Finance/Planning -Budgets and Justifications -Expense Reports -Statement of Appointments -ERA Commons Profiles 	<p>vbasagic@wustl.edu 314-362-1022</p>
<p>Jessica Chafe</p> 	Program Coordinator	<ul style="list-style-type: none"> -TL1 Predoctoral Programs -TL1 Postdoctoral Programs -Annual Research Training Symposium and Poster Session 	<p>jchafe@wustl.edu 314-454-8255</p>
<p>Rachel Driskell</p> 	CRTC Co-Manager	<ul style="list-style-type: none"> -Career Development Programs -CRTC Training Programs, Policies, Marketing, Requirement Tracking -Program Progress Reporting -Publication and PMCID Tracking 	<p>rdriskel@wustl.edu 314-362-8719</p>

Mary Favazza



Secretary

- FIS/Marketplace Responsibilities
- Special Events Coordination
- CRTC Office Maintenance/Supplies
- Scholar File Maintenance

mfavazza@wustl.edu
314-454-8224

Suzanne Fragale



Program Coordinator

- Master of Science in Clinical Investigation (MSCI)
- MSCI Course Registration and Thesis
- CRTC Alumni Tracking

fragale@wustl.edu
314-454-8936

Julie Headrick



Special Projects Assistant

- Career Development Seminars
- MTCPI Seminars
- CME Credits for Seminar
- CRTC Announcements
- Poster Printer Appointments

jheadric@wustl.edu
314-454-8957

Rachel Lamp



Program Coordinator

- K12 Career Development Program
- Doris Duke Fund to Retain Clinical Scientists (DDFRCS)
- Annual Patient Centered Outcomes Research (PCOR)
- K Club

rlamp@wustl.edu
314-454-5116

Jennifer McKanry



CRTC Co-Manager

- CRTC and MSCI Online Survey Evaluations
- Tuition Payment Processing (AHBR and MSCI)
- Faculty Teaching Resources and Course Development
- MSCI Thesis & Graduation
- Publication and PMCID Tracking

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314-362-0916

Jennifer Moser



Program Coordinator

- Postdoctoral Mentored Training Program in Clinical Investigation (MTPCI)
- Internal Medicine Office of Faculty Development
- MTCPI Seminars
- Career Development Seminars

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314454-8960

Pamela (Pam) Struttman



Program Project Manager

- Applied Health Behavior Research (AHBR) Curriculum and Evaluation
- AHBR Marketing and Recruitment
- AHBR Course Registration
- AHBR Online Survey Evaluations
- AHBR Student and Faculty Support
- Advanced Summer Program for Investigation and Research Education (ASPIRE)
- Staff Research Career Development Program

pstruttm@wustl.edu
314-454-8956

Amy Toenjes



Program Coordinator

- Paul Calabresi Oncology K12 Program
- R25 STRENGTH Program for Clinical Oncology

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Section 2 – Applied Health Behavior Research (AHBR) Program

Overview

In the last two decades, the Centers for Disease Control & Prevention (CDC) has come to recognize that the major causes of diseases that result in human illness and death are behavioral. This knowledge has created a high demand for individuals formally trained in applied health and health behavior research, education, program planning and evaluation. The graduate programs in Applied Health Behavior Research (AHBR) are designed to address this need for highly qualified professionals in a variety of health careers.

The programs focus on the applied skills required for the development, management and evaluation of health behavior programs and research studies in academic, clinical, and community settings by creating long-term value for graduates. Graduates are well prepared for career opportunities in academic and hospital settings, not-for-profit organizations, government agencies, and private industry.

For working professionals pursuing studies on a part-time basis, the programs provide hands-on methods and resources that can be implemented immediately. Students are able to update their knowledge and skills, better meet the needs of their current positions, and enhance their qualifications to pursue new opportunities.

A full-time option for new college graduates is available and provides hands-on research training for pre-health graduates and students planning to complete a gap year prior to applying to medical school.

Classes are held in an evening or weekend format, on the Washington University campus.

Our Commitment

We believe too many people die prematurely from preventable diseases. Tobacco use, poor diet, and physical inactivity are among the leading causes of premature death. Research shows the number of deaths caused by these behaviors is increasing every year. We think there is a way to change this.

In the Applied Health Behavior Research graduate programs, we focus on health behavior methods, evaluation of interventions, strategies for managing projects in clinical and community settings, and data management and analysis. Our coursemasters teach practical skills and provide those working in not-for-profit, government and academic or clinical settings with resources they can use to help people change behaviors and live more healthfully.

Competencies

All courses in the AHBR curriculum are based on and matched to the competencies listed below. Not all competencies are addressed in every course but all competencies are addressed across the entire AHBR curriculum.

- 1) Describe the role and interaction of key **determinants** of health status, health behavior, and health behavior change from a biopsychosocial perspective across the lifespan.
 - a. Describe the impact of socio-ecological, biological, and psychosocial determinants on health status, health behavior, and health behavior change.

Describe and apply relevant **theories, concepts, and models** from social and behavioral science to both understand and modify health behavior and health outcomes.

- b. Identify theories, concepts and models from a range of social and behavioral disciplines that are used in health behavior research.
- c. Understand how to operationalize and measure theoretical constructs.
- d. Describe how theory is useful in better understanding why individuals do or do not engage in health behaviors.
- e. Describe how theory is useful in understanding the determinants of health outcomes.
- f. Describe the merits of using theory to inform interventions and their evaluation.
- g. Apply principles of health behavior change theories across different settings and audiences.
- h. Recognize the need to adapt programs and messages when applying theory in diverse populations.
- i. Describe some of the challenges of using social and behavioral theories and models to inform programs involving multiple levels of change (e.g., individual, family, community, organizations).

2) Describe and apply basic principles of **research and evaluation methodology** relevant to understanding and modifying health behaviors and health outcomes.

- a. Describe qualitative research methods (e.g., focus groups, key informant interviews) used to understand health behaviors and health outcomes, and to design and evaluate intervention programs, including appropriate data collection and analysis techniques.
- b. Apply quantitative methods, (e.g., behavioral surveys and biometrics), to understand health behaviors and health outcomes, and to design and evaluate intervention programs, including appropriate data collection and analysis techniques.
- c. Describe the basic principles of study design including interpretation of alternative hypotheses and threats to internal and external validity.
- d. Describe the differences among and appropriately apply the major types of evaluation (e.g., formative, outcome, and process).
- e. Critique and synthesize scientific evidence, including evidence review.
- f. Understand the importance of translating research findings into public health or clinical practice, including dissemination of evidence-based interventions.
- g. Deliver effective scientific presentations.
- h. Write a scientific manuscript including all common sections (e.g., abstract, introduction, method, results, and discussion).
- i. Describe the basic principles of random variation, systematic error, sampling error, measurement error, hypothesis testing, type I and II errors, and confidence limits.
- j. Understand the statistical assumptions behind different statistical methods.
- k. Conduct basic statistical analyses using common statistical methods and statistical analysis software packages.

3) Describe and apply **ethical principles** relevant to health behavior research and practice.

- a. Describe the ethical codes and principles relevant in health behavior research.
- b. Describe rules and regulations designed to uphold ethical principles (e.g., HIPAA to protect confidentiality, research ethics requirements to protect human subjects).
- c. Describe important historical events that have shaped ethical guidelines for human subjects research and practice (e.g., Tuskegee Syphilis Study).
- d. Understand the ethical implications of emerging research, technology, and societal trends relevant to public health and medicine (e.g., expansion of public health genetics and genomics, commercialization of health services and products).

- 4) **Plan, implement, and evaluate** health behavior programs across diverse settings and populations.
 - a. Describe the steps and procedures for planning, implementing, and evaluating health programs.
 - b. Apply evidence-based approaches to the development, implementation, and evaluation of health programs.
 - c. Identify the appropriate level of intervention (e.g., individual, health provider, family, micro-community, macro-community).
 - d. Apply the appropriate intervention channel and strategy (e.g., policy, mass media, social marketing, one on one counseling) for changing specific health behaviors and outcomes.
 - e. Understand the importance of incorporating multidisciplinary perspectives in program design and evaluation.

- 5) Describe and apply the knowledge and skills necessary to **interact with diverse individuals and communities**.
 - a. Understand the principles of social justice and equity when interacting with diverse individuals and community settings.
 - b. Understand the concepts and skills involved in designing culturally appropriate health communication strategies.

- 6) **Manage** health promotion and behavior change programs.
 - a. Develop a research study protocol using grant applications or other research proposals.
 - b. Structure and manage project budgets, including the use of relevant spreadsheet software.
 - c. Develop, implement, and maintain quality assurance and control procedures for data collection, data management, statistical analysis and data monitoring.
 - d. Identify resources needed to implement a research study and allocate resources appropriately.
 - e. Understand the basic principles of effective personnel management, organizational behavior, and group processes.
 - f. Write detailed progress reports and interact with funding agencies.
 - g. Prepare and submit IRB application(s) including all the necessary documents and study materials.
 - h. Apply multiple strategies for tracking participants over time, including the use of relevant software and public information resources.
 - i. Describe the key elements of an NIH grant proposal.
 - j. Identify potential funding sources for research and practice programs.
 - k. Create and maintain electronic reference libraries.

Program Concentrations and Requirements

MS Degree Concentrations

Scholars in the Master of Science in Applied Health Behavior Research program choose between two concentrations:

Health Education, Program Planning, and Evaluation (HEPPE)

This concentration is designed for individuals who want to develop, manage, and evaluate health programs in clinical or community settings. The coursework focuses on health behavior theory, program planning, program evaluation, health education, and program management.

Health Behavior Research (HBR)

This concentration is designed for individuals who want to manage research studies. The coursework focuses on health behavior theory, research methodology, analytic methods, and research project management.

- **Research Intensive/1 Year Option**

This full-time option within the HBR concentration is designed for individuals who want to develop theoretical knowledge and gain practical research experience in order to pursue careers in a variety of health related fields. It also provides students an opportunity to fulfill specific core competencies and enhance medical school applications.

MS Degree Requirements

Scholars must select course work from the Applied Health Behavior Research curriculum to complete a minimum of 33 units (cores plus electives).

Concentration In Health Education, Program Planning, and Evaluation

Required Core Courses (12 units):

- Project Management in Clinical and Community Settings (3 units) M88-508
- Health Behavior Theory (3 units) M88-514
- Introduction to Biostatistics (3 units) M88-525
- Survey Methods: Design and Evaluation (3 units) M88-560

Required Concentration Courses (6 units):

- Health Education: Methods, Planning and Evaluation (3 units) M88-536
- Evaluation of Health Services Programs (3 units) M88-582

Electives (15 units)

- Mentored Research (3 units) M88-505
- Counselling Skills for Health Care Professionals (3 units) M88-512A
- Health Psychology (3 units) M88-515
- Foundations of Health Care Research (3 units) M88-524
- Principles of Management in Health Care (3 units) M88-532
- Health Disparities: Applications in Clinical Settings (3 units) M88-535
- Community Health Promotion (3 units) M88-540
- Applied Structural Equation Modeling (1 unit) M88-545
- Power and Sample Size (1 unit) M88-547
- Applied Data Management (3 units) M88-548
- Leadership and Change in Health Care Services (3 units) M88-562
- Epidemiology for Clinical Research (3 units) M88-588
- Intermediate Methods for Clinical and Outcomes Research (3 units) M88-589

Concentration in Health Behavior Research

Required Core Courses (12 units):

- Project Management in Clinical and Community Settings (3 units) M88-508
- Health Behavior Theory (3 units) M88-514
- Introduction to Biostatistics (3 units) M88-525
- Survey Methods: Design and Evaluation (3 units) M88-560

Required Concentration Courses (3 units):

- Foundations of Health Care Research (3 units) M88-524

Electives (18 units)

- Mentored Research (3 units) M88-505
- Counselling Skills for Health Care Professionals (3 units) M88-512A
- Health Psychology (3 units) M88-515
- Principles of Management in Health Care (3 units) M88-532
- Health Disparities: Applications in Clinical Settings (3 units) M88-535
- Health Education: Methods, Planning and Evaluation (3 units) M88-536
- Community Health Promotion (3 units) M88-540
- Applied Structural Equation Modeling (1 unit) M88-545
- Power and Sample Size (1 unit) M88-547
- Applied Data Management (3 units) M88-548
- Leadership and Change in Health Care Services (3 units) M88-562
- Evaluation of Health Services Programs (3 units) M88-582
- Epidemiology for Clinical Research (3 units) M88-588
- Intermediate Methods for Clinical and Outcomes Research (3 units) M88-589

Concentration in Health Behavior Research-Research Intensive Option (1 Year Full-Time)

Required Core Courses (12 units):

- Project Management in Clinical and Community Settings (3 units) M88-508
- Health Behavior Theory (3 units) M88-514
- Introduction to Biostatistics (3 units) M88-525
- Survey Methods: Design and Evaluation (3 units) M88-560

Required Concentration Courses (12 units):

- Mentored Research (9 units over 3 semesters) M88-505
- Foundations of Health Care Research (3 units) M88-524

Electives (9 units)

- Counselling Skills for Health Care Professionals (3 units) M88-512A
- Health Psychology (3 units) M88-515
- Principles of Management in Health Care (3 units) M88-532
- Health Disparities: Applications in Clinical Settings (3 units) M88-535
- Health Education: Methods, Planning and Evaluation (3 units) M88-536
- Community Health Promotion (3 units) M88-540

- Applied Structural Equation Modeling (1 unit) M88-545
- Power and Sample Size (1 unit) M88-547
- Applied Data Management (3 units) M88-548
- Leadership and Change in Health Care Services (3 units) M88-562
- Evaluation of Health Services Programs (3 units) M88-582
- Epidemiology for Clinical Research (3 units) M88-588
- Intermediate Methods for Clinical and Outcomes Research (3 units) M88-589

Graduate Certificate In Health Behavior Planning and Evaluation Requirements

The Graduate Certificate in Health Behavior Planning and Evaluation focuses on the key applied and theoretical concepts in health behavior and processes need for managing program development and evaluation activities in clinical and community settings.

Required Core Courses (12 units):

- Project Management in Clinical and Community Settings (3 units) M88-508
- Health Behavior Theory (3 units) M88-514
- Health Education: Methods, Planning and Evaluation (3 units) M88-536
- Evaluation of Health Services Programs (3 units) M88-582

Electives (3 units)

Recommended Electives:

- Health Psychology (3 units) M88-515
- Health Disparities: Applications in Clinical Settings (3 units) M88-535
- Community Health Promotion (3 units) M88-540
- Applied Data Management (3 units) M88-548

Other Electives:

- Counselling Skills for Health Care Professionals (3 units) M88-512A
- Foundations of health Behavior Research (3 units) M88-524
- Introduction to Biostatistics (3 units) M88-525
- Principles of Management in Health Care (3 units) M88-532
- Applied Structural Equation Modelling (3 units) M88-545
- Power and Sample Size (1 unit) M88-547
- Survey Methods: Design and Evaluation (3 units) M88-560
- Leadership and Change in Health Care Services (3 units) M88-562
- Epidemiology for Clinical Research (3 units) M88-588
- Intermediate Methods for Clinical and Outcomes Research (3 units) M88-589

Pre-Enrollment

Required Documents

All students, once accepted into the MS or Certificate program, must complete and return the following documents to the Project Manager prior to registering for classes:

- Intent to Matriculate
- Certification of Review of University Policies Regarding Academic and Non-Academic Transgressions (details are found later in this document)
- Confidentiality & Security Policy Acknowledgement
- Non-Employee Personal Information

Once completed, students receive an email notification containing information needed to access various Washington University applications.

WUSTL Key (WUSTL Connect)

The WUSTL Key is the ID and password used for accessing most university systems including: Blackboard and WeSTAC. For assistance with the WUSTL Key ID and password, go to <http://wustlkey.wustl.edu/Pages/default.aspx>.

Student IDs

Scholars who also are employees of Washington University, will not be issued a separate student identification badge. Any additional access needed, will be encoded on the current ID badge. Scholars who are new to Washington University will be issued identification badges by Medical School Protective Services. This process must be initiated by the AHBR Program Project Manager. Once the request has been submitted and processed, scholars must go to the Protective Services office located at the Olin Hall to have the ID photo taken and badge made. This office is open M-F from 7am-5pm. For more information, contact the Program Manager at 314-454-8956 or ahbr@dom.wustl.edu.

Student Health Services

All **full-time** students are required to have health insurance coverage through a Washington University health care policy. Associated costs are covered by full-time tuition. Students must provide specific information requested by WUSM Student Health Services and attend an orientation prior to beginning classes. For more information regarding available plans, visit <http://wusmhealth.wustl.edu/> or call 314-362-3523.

U-Pass

Washington University in St Louis and Metro, the regional agency that provides public transportation services, work together on an agreement in which the University pays Metro for the U-Pass program. The U-Pass program provides free Metro passes to WUSM employees and **full-time** students. Information on eligibility, registration, rules and regulations is available at <http://parking.wustl.edu/metro.htm>.

Parking

Students parking on campus must obtain permits or pay parking fees or meters. More information can be found at <http://parking.wustl.edu>

Registration

The programs in Applied Health Behavior Research are graduate programs. Full-time status is given to students who are enrolled in 9 credits or more in a semester. Students enrolled in 8 credits or less are considered part-time. During summer semesters, students enrolled in 6 credits or more are considered full-time.

Priority registration is granted to degree-seeking AHBR students and begins on April 1st for Fall and Summer courses and November 1st for Spring courses.

Section 3 Didactic Information

Coursework

AHBR program coursework is offered after 4:00 pm or in a weekend format to accommodate students' work and/or clinical schedules

Scholars follow a concentration based curriculum plan and enroll in required core courses in a specific sequence and must select elective course work from the AHBR curriculum to complete degree requirements. One elective course may be selected from another University department or division.

Elective courses not offered by the AHBR Program must be evaluated and approved by the AHBR Program Director. Courses taken without consent are in jeopardy of being disallowed and may not count toward graduation requirements for the Graduate Certificate program. A grade of "C-" or better must be obtained in all elective courses.

Mentored Research

Scholars enrolled in the Research Intensive-One Year Option are required to complete 9 hours of mentored research (spread out over 3 semesters) alongside faculty renowned for their innovative research and teaching experience.

A similar option (3 credit hours in 1 semester) is available to part time students in the other MS concentrations.

Scholars involved in Human Subjects Research must complete required training prior to research engagement. More information about CITI training is available at <https://hrpo.wustl.edu/education/human-subjects-education/> and HIPAA training is available at <https://informationsecurity.wustl.edu/wustl-community-members/training/>

WebSTAC

Washington University's online student information system is called WebSTAC (Web-based Student Access System). Students may register for classes, access certain academic and billing information, and update limited data fields, such as address and phone numbers via WebSTAC. Access to WebSTAC is via <https://acadinfo.wustl.edu>

Blackboard

Washington University uses Blackboard as its online learning management system for all courses. Coursemasters often post course syllabi and assignment information on Blackboard so students should make sure they can access it

before the first class meeting. For questions and information about using Blackboard, please visit Student Technology Services at <http://sts.wustl.edu/>. Use your WUSTL Key and password to login to Blackboard, at <https://bb.wustl.edu/webapps/login/>. Direct requests for help with Blackboard should be submitted to the WU Blackboard Help Desk at Blackboardhelp@wustl.edu.

Academic Continuation Policy

Scholars must maintain a grade point average of 3.0 or better in order to graduate. If a scholar's grade point average falls below 3.0 at any point, the scholar will be placed on academic probation and will receive a letter communicating this information.

A "C-" or better must be earned in each course in order to receive credit for the class. All of the classes must be taken for a letter grade. If a scholar receives a letter grade below a "C-", s/he 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. While on academic probation, scholars will not be allowed to take elective AHBR coursework. This policy is in place because program administration does not want scholars paying for elective classes without first earning the required grades in core and concentration courses. A grade of "I" (incomplete) is not acceptable for graduation.

Scholars 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 AHBR Program Director and will take into consideration the perspective of both the scholar and professor.

If a scholar has failed to make satisfactory academic progress (minimum of 3.0 grade point average), the AHBR Program Director will notify the scholar. Failure of the scholar to make satisfactory academic progress (raising minimum grade point average to 3.0) within the subsequent session(s) as outlined in the academic probation letter will lead to further review by the AHBR Program Director in consultation with the Dean of the Medical School. The review will consist of assessment of the scholar's academic progress to-date (including grades from all graduate level coursework) as well as the scholar's perspective as presented in written form or, at the request of the AHBR Program Director, in person.

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

Academic and Non-Academic Transgressions Policy

The following policy outlines the procedures that will be followed when there are questions of possible breaches of integrity including those of a professional or academic nature. All matters involving possible breaches of integrity shall be brought to the attention of the AHBR Program Director. Behavior inappropriate to the Applied Health Behavior Research Program shall mean breaches of personal confidence and trust including cheating or unauthorized use of materials during examinations; abuse, misrepresentation or other seriously improper conduct in relation to colleagues; and other misconduct, misrepresentation or failure in personal actions or in meeting obligations and others outlined and defined in the Bulletin of the School of Medicine, Washington University Student Judicial Code, the Code of Conduct, and the Washington University Policy on Sexual Harassment.

Individual(s) raising concern regarding possible misconduct must inform the AHBR Program Director of his/her concern in writing. Concerns will be held confidential and reviewed by the AHBR Program Director. Once an issue is brought before the Director, she will review the matter at hand and determine whether further action is required.

The Director will make decisions regarding temporary suspension or termination from the program. Decisions will be communicated to the informant and/or scholar (when appropriate) in writing.

In instances of academic transgressions when the Director is unable to make a determination or when the informant appeals the Director's decision will be handled in consultations with the Dean of the Medical School.

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 scholar. 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 scholar 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 scholar asks to appear personally before the suspending authority, only the following issues shall be considered:

- Whether the suspending authority's information concerning the scholar's conduct is reliable; and
- Whether under all the circumstances, there is a reasonable basis for believing that the continued presence of the scholar on campus poses a substantial threat to the scholar, 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 scholar with the University Judicial Board and shall have the statement or charges served by mail or personal service upon the scholar and the Dean of the School of Medicine, 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 scholars from involuntary leave of absence requires clearance from the Director of the Student Health Service, the Associate Dean for Student Affairs, and the AHBR Program Director.

All scholars will review the Bulletin of the School of Medicine, University Student Judicial Code, the Code of Conduct, the Faculty Information Guide, and the Washington University Policy on Sexual Harassment upon enrollment in the

program and will be required to sign that they have received links to and read these policies as part of the orientation and intake process.

AHBR Course Descriptions

M88-505: Mentored Research (3 or 9 credits)

Prerequisites: None, but must be taken in conjunction with coursework

Description: Students are paired with faculty researchers to obtain hands-on experience and exposure to directed research. (Not offered for Graduate Certificate)

M88-508: Project Management in Clinical and Community Settings (3 credits)

Prerequisites: None

Description: This course trains students in the day-to-day management of research projects and/or health behavior programs. Topics include: human subjects protection, participant recruitment & retention, working with teams, data collection, development and use of participant tracking databases, and other applied skills needed by project or program coordinators.

Content: The curriculum focuses on an overview of project management in health and community settings, including a review of ethics, data collection and management. Students develop skills for managing and coordinating all aspects of health behavior projects, including recruitment and retention of participants, developing and maintaining various databases for study/program tracking and analysis, writing reports, managing a project team, and using basic statistical tools for project reporting.

M88-512A: Counseling Skills for Health Care Professionals (3 credits)

Prerequisites: None

Description: Students learn counseling skills necessary to promote self-care behaviors in individuals including techniques for adapting communication style to cultural needs and developmental differences.

Content: Upon course completion, students are able to identify and demonstrate basic interviewing and counseling skills, recognize barriers to effective communication and generate appropriate counseling strategies, and adapt communication style to the special cultural needs and developmental differences of the individual.

M88-514: Health Behavior Theory (3 credits)

Prerequisites: None

Description: Students learn and apply the determinants of health behavior, and implement behavior change in clinical and community populations.

Content: The curriculum focuses on the theory and application of health promotion/education planning, implementation, and evaluation by health professions in a variety of settings. Primary emphasis is on research related to determinants of health behavior, plus strategies and techniques used by professionals to foster human health.

M88-515: Health Psychology (3 credits)

Prerequisites: None

Description: This course explores the complex interactions between biological, psychological and social factors as they influence health, health behaviors and coping with illness.

Content: This curriculum focuses on the complex interactions between biological, psychological and social factors as they influence health, health behaviors and coping with illness. Topics include the history and current roles of health psychology as a professional discipline, theoretical models of health and illness prevention with an emphasis

on the bio-psychosocial model, stress, pain, and the role of bio-psychosocial factors in several specific medical illnesses including diabetes, asthma, heart disease and cancer.

M88-524: Foundations of Health Care Research (3 credits)

Prerequisites: None, but prefer students take M88-525: Introduction to Biostatistics (3 credits)

Description: An overview of basic methodological concepts used in health care, social science, and behavioral science research. Topics include: designing a study, measuring variables and constructs, collecting data and planning data analysis.

Content: The course provides an overview of basic methodological concepts used in health care, social science, and behavioral science research. Students develop an advanced understanding of all phases and components of the research process including: generating research questions and hypotheses, designing a study, selecting a study sample, measuring variables and constructs, collecting data and planning data analysis.

M88-525: Introduction to Biostatistics (3 credits)

Prerequisites: None

Description: This course introduces the basic principles and methods of biostatistics, providing students a sound methodological foundation for applications in health care, medicine, public health, and epidemiology. The analytic methods and applications are linked to topics including health promotion, epidemiology, and program evaluation.

Content: Basic statistics, including probability, descriptive statistics, inference for means and proportions, and regression methods are presented. The class format includes lectures, computer exercises, practical problems, and teamwork. Coursework and assignments are designed to:

provide regular feedback, require repetition of core techniques necessary for mastery of statistical thinking and analysis, challenge students to tackle both straightforward and difficult applications of descriptive and analytic statistics to practical public health problems, and incorporate statistical tools and results into oral and written presentation, emphasizing proper use of language and effective communication.

M88-532: Principles of Management in Health Care Services (3 credits)

Prerequisites: None

Description: This course enables students to explore the theoretical framework and practical application of classic management principles to function effectively in a variety of organizational settings specific to providing healthcare services.

Content: Topics include the management process; managerial decision making and planning; negotiation skills; organization design; and leadership.

M88-535: Health Disparities (3 credits)

Prerequisites: None

Description: Students learn how membership in a diverse/special group can impact health and health care; identify barriers to research participation; and effective strategies for improving recruitment efforts of minority and underserved populations.

Content: The curriculum also includes exploration of health care services and policies governing these services. Students are encouraged to give critical thought to the question of what it means to deliver culturally competent care. The goal of this course is for students to understand what it means to create environments (social and otherwise) that help to make individuals and communities healthy.

M88-536: Health Education: Methods, Planning and Evaluation (3 credits)

Prerequisites: Yes, M88-514: Health Behavior Theory (3 credits)

Description: Basic concepts of learning theory as they relate to health behavior. Students become familiar with the teaching/learning process, teaching methods, and selection of appropriate evaluation strategies.

Content: This class focuses on the role played by individual and community behavior as well as environmental and policy factors in preventing chronic and communicable diseases. Students who take this class have the knowledge and skills to plan, develop, implement, monitor and evaluate behavior change programs for improving health status. Students also learn how to assess the health needs of communities and organizations.

M88-540: Community Health Promotion (3 credits)

Prerequisites: Yes, M88-514: Health Behavior Theory (3 credits)

Description: In this course students explore concepts in health promotion including community assessment, resource identification, intervention strategies, and evaluation.

Content: State and national interventions for lifestyle change and model school and worksite programs are featured in the curriculum.

M88-545: Applied Structural Equation Modeling (1 credit short course)

Prerequisites: Yes, M88-525: Introduction to Biostatistics (3 credits)

Description: The focus of the course is a brief introduction to structural equation modeling (SEM) to familiarize students with the language, logic, and uses of SEM.

Content: The curriculum is designed to familiarize students with the language, logic, and uses of SEM. Students gain a strong foundation for understanding, designing, and testing sound measurement models, which can then be combined into more complex structural equation models. The majority of the course covers conceptual aspects and classical SEM applications like confirmatory factor analysis, path analysis, and causal modeling (including tests for mediators and moderators). Time permitting, the course also provides a brief discussion of more complex SEM analyses such as growth curve modeling and latent class analysis.

M88-547: Power and Sample Size (1 credit short course)

Prerequisites: Yes, M88-525: Introduction to Biostatistics (3 credits)

Description: Students learn the theoretical and practical aspects of how to calculate sample size for common study designs under various restraints (time, resources, etc.).

Content: Students are provided an overview of statistical power computations for a variety of experimental and epidemiological study designs including single sample designs, two-sample designs, cohort designs, case-control designs and various other experimental designs based on the Analysis of Variance model. The concepts of statistical power, statistical precision, sample size and effect size are reviewed.

M88-548: Applied Data Management (3 credits)

Prerequisites: Yes, M88-525: Introduction to Biostatistics (3 credits)

Description: Students develop skills in data programming and manipulation, data storage and security, data cleaning, and relational database theory using software such as SPSS, SAS, Excel, and Microsoft Access

Content: This class is designed as an advanced seminar intended for students in the health and social sciences who plan to engage in applied research and includes a survey of important data management topics and techniques including: data programming and manipulation, data storage and security, data cleaning, relational database theory, and legal and ethical issues of data management.

M88-560: Survey Methods: Design and Evaluation (3 credits)

Prerequisites: None

Description: This applied course focuses on methodological issues regarding the design, implementation, analysis, and interpretation of surveys and questionnaires in public health research. Essential theoretical concepts are addressed and practical applications are emphasized. Survey design and planning, sampling and data collection procedures are three of the major topic areas covered.

M88-562: Leadership and Change in Health Care Services (3 credits)

Prerequisites: None

Description: Students develop the leadership skills required for managing planned organizational change. Topics include personal effectiveness, team building, and creating learning environments in organizations.

Content: This course enables students to engage in the advanced study of leadership, integrating theory, research, and application in a diagnostic approach. Leadership skills for managing planned organizational change are developed through group discussions, class exercises, case studies, and the application of organizational approaches to change and innovation.

M88-582: Evaluation of Health Services Programs (3 credits)

Prerequisites: Yes, M88-536: Health Education: Methods, Planning and Evaluation (3 credits)

Description: Students learn about program evaluation methodology, methods of data collection and related measurement reliability and validity; and design an evaluation research proposal.

Content: The purpose of this course is to introduce students to the fundamentals of program evaluation. The curriculum focuses on evaluation methodology with practical applications and illustrations. Topics include the link between program planning and program evaluation; evaluation research designs and their limitations; integrating process and outcome approaches; methods of data collection and related measurement reliability and validity; and utilization of evaluation results.

M88-588: Epidemiology for Clinical Research (3 credits)

Prerequisites: None

Description: This course includes two primary foci: 1) common applications of epidemiologic principles and analytic tools in evaluating clinical research questions; and 2) student development of skills to review and interpret the medical literature and utilize publicly available datasets to address clinical research questions.

M88-589: Intermediate Methods for Clinical and Outcomes Research (3 credits)

Prerequisites: M88-588: Epidemiology for Clinical Research (3 credits), M17-588 or M17-513

Description: This course focuses on principles of epidemiology and outcomes research, beyond the basics, as they apply to clinical research. Students study the tools used in clinical epidemiology, which are crucial for making informed decisions in the care of patients. Critical thinking and scientific/analytic competencies are emphasized throughout the course.

AHBR Faculty

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Evaluations

Scholars are expected to complete required program evaluations throughout the year. These evaluations are administered via the web and are mandatory for all scholars. Frequently asked questions about evaluations:

1) Which evaluations do I need to complete?

- Baseline evaluation (scholars new to the program)
- Course evaluation (at the end of each semester)
- Mid-program evaluation
- Program satisfaction
- Exit interview

2) When are evaluations distributed?

- Baseline evaluation of competencies will be distributed to scholars newly accepted to the program.
- Course evaluations are distributed at the end of each semester.
- Mid-program evaluations will be distributed to scholar upon completion of approximately 15 units for those seeking the MS degree and 7 units for those seeking the graduate certificate.
- The program satisfaction evaluation is distributed at the end of each academic year (late April/early May).
- Exit interviews are scheduled in the month following a scholar's completion of the program.
 - Exit interviews provide valuable information and insight to improve the quality of the programs offered by the CRTC and the AHBR program. The information you share will strictly be used for planning program improvements. Your responses will be kept confidential and notes from the interview will be anonymous.

3) How will I receive my evaluations?

- All evaluations except the exit interview will be sent via e-mail through Qualtrics Survey Software.
- Exit interviews are scheduled as face-to-face interviews.

4) Are my evaluation responses anonymous?

- All course evaluation data are aggregated and de-identified for reporting purposes.

- Baseline, mid-program and program satisfaction evaluations are not de-identified. The program wishes to track scholars' mastery of program competencies from baseline through program completion.

5) What is the purpose of the evaluations?

- The Clinical Research Training Center and the AHBR Program use information collected in evaluations to improve the programs and services provided to scholars.
- Evaluation responses are considered when making decisions that will affect scholars so please complete your evaluations.
- Your input counts!

6) Whom should I contact if I have questions or concerns about an evaluation?

- Please contact the Program Manager, either by phone at 314-454-8956 or e-mail at ahbr@dom.wustl.edu.

Section 4 – Academic Regulations

Transfer of Credit

A maximum of 6 graduate credits may be transferred from another Washington University degree program or from another University. Transferred credits are approved on an individual basis and will only be accepted if they were earned in the last 5 years. To transfer credits, a copy of the course syllabi and a copy of your transcript should be provided to the Program Manager. The Program Director will review and approve all courses and determine what degree requirements (core courses, electives) they will fulfill. Transfer credit will not be accepted for the Certificate program.

Attendance Policy

Class participation is an important element of the coursework taken as part of the AHBR Program. As a program requirement, students are expected to physically attend at least 75% of class sessions for each course taken. Students whose professional duties or personal circumstances prevent them from meeting this program attendance requirement must receive prior written approval of the coursemaster(s), agree on an alternate plan to achieve course objectives and earn academic credit, and communicate both to program administration.

Note: Some courses have a more strict attendance policy than this overall program requirement – refer to individual course syllabi.

Special Needs: If you have a learning, sensory, or physical disability or other impairment, and need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Disability Resource Center, a University-wide resource, providing diagnostic and academic accommodations support and referrals (<http://cornerstone.wustl.edu/disability-resources/>).

Leave of Absence

A student may request a leave of absence for academic or personal reasons by submitting a statement in writing to AHBR program staff. Such a statement should include the anticipated start and ending dates and a brief statement of the reason (academic or personal). Requests for leave of absence must be approved by the Director prior to the start of the leave. Leaves of absence shall be granted for no more than one year. Students requiring a personal leave for a medical reason will be required to submit a written statement of medical clearance before the student may return from such leave.

For leaves less than one semester, arrangements should be made with the coursemaster to make up the missed material. Approval of such arrangements is at the discretion of the coursemaster, with consultation with the Director. If the coursemaster and/or Director determine that the length or timing of the leave is such that it would be unreasonable to make up the material within the semester, an Incomplete will be issued for the class with coursework to be made up within one calendar year from the end of the course. However, students utilizing the Washington University HR Tuition Benefit must complete all work and obtain a passing grade for the course within 60 days of the end of the course, per HR policy, or forfeit the tuition benefit for that course. Students will have the option to withdraw from the course instead of accepting an incomplete grade. Refund policies as outlined on the AHBR Academic Calendar will apply to any withdraws due to an approved leave of absence.

Time to Conferral

Scholars have seven (7) years from the earliest course (including transferred credits) to complete all requirements for the Degree.

Grading Policy

Required (core) courses: The grade for a required course is “C-” or better, in order for the course to count towards the AHBR degree or certificate.

Electives: The grade for an elective course is “C-” or better, in order for the course to count towards the AHBR degree or certificate.

Overall GPA: The overall GPA must be 3.0 or better in order for the scholar to continue in the program and graduate. If a scholar’s overall GPA drops below 3.0, the AHBR Program Director will review the scholar’s progress and determine a plan of action.

Grades/sub-grades	4-point scale
A+ (98% to 100%)	4.00
A (93% to 97%)	4.00
A- (90% to 92%)	3.7
B+ (88% to 89%)	3.3
B (83% to 87%)	3.00
B- (80% to 82%)	2.7
C+ (77% to 79%)	2.3
C (73% to 77%)	2.00
C- (70% to 72%)	1.7
Overall GPA required for graduation	3.00

Incomplete Grades

Any student who has not formally withdrawn from the course and fails to complete course requirements by the end of the semester will be issued either the earned grade (usually a failing grade because no points are earned on missing assignments) or an Incomplete grade. If an Incomplete grade is given, the student and coursemaster should agree on an alternate plan, and timeline, to complete the course assignments and earn academic credit. The plan and timeline must be communicated to program administration. Incomplete grades are considered temporary and

will become an F, if a grade has not been submitted after one calendar year from the end of the course. If a student has not completed enough of the course to warrant an incomplete, he/she will need to retake the course to replace the “W” or “F” grade.

Final Grades

Final grades are reported on WebSTAC. Grades on Blackboard do not constitute official records for a grade in a class.

Program Withdrawal

Students must notify the AHBR program, in writing, of the decision to withdraw or take a leave of absence. It is understood that the date on which the notification is received shall be regarded as the termination date, with no retroactive clause to be accepted.

AHBR Withdrawal Deadlines

Withdraw prior to the first class

- Tuition refunded in full

Withdraw within the first 2 weeks of the semester

- Tuition refunded in full
- Withdraw after end of 2nd week and receive a “W”

Withdraw within the first 4 weeks of the semester

- Receive a 50% refund
- No refunds given after the end of the 4th week

Withdraw within the first 10 weeks of the semester

- No refunds given
- Withdraw after start and receive a “W”

Failing to complete a course after the first 10 weeks will result in an incomplete or failing grade.

Withdraw after the start of a short course

- No refunds given
- Withdraw after start and receive a “W”

Section 5 – Tuition and Financial Obligations

Tuition

Students should contact the Program Manager for current tuition rates. Tuition may be paid by the student as an Out of Pocket Expense or with funding information from a sponsoring department or grant. It is the responsibility of the student to provide current information for tuition funding to Jennifer McKanry at jmckanry@wustl.edu.

Financial Aid

Financial Aid may be available to qualifying degree-seeking scholars. Call 314-362-6853 or email MONEY@msnotes.wustl.edu for more information. Important information regarding the Standards for Academic Progress for Financial Aid Eligibility can be found at <https://bulletin.med.wustl.edu/admission/standards-for-satisfactory-academic-progress-for-financial-aid-eligibility-other-school-of-medicine-programs/>

Student Accounting

The Office of Student Accounting (<http://studentaccounting.wustl.edu/>) is responsible for the distribution of accurate information relating to a student's financial account at Washington University. The primary function of the Student Accounting office is to issue statements, receive payments, disburse refunds, as well as provide the means to help understand various aspects of a student account.

Washington University Employee Tuition Assistance (ETA) Benefit

Washington University staff and faculty who have worked at the University at least 1 year prior to the first day of classes qualify for tax free tuition assistance. Residents, Fellows and Postdocs do not qualify. Classes covered under the ETA benefit must meet at 4:00 pm or later or be offered as condensed classes (ex. Power & Sample Size).

Employees must complete a Request for Employee Tuition Assistance (DPTA) form with the appropriate student and supervisor signatures. These forms should be sent to the Program Manager who will process and submit these forms to the Human Resources Office on behalf of the student. **Note:** A new DPTA form must be completed every semester a scholar is enrolled in a class.

Tuition is covered at 50% of the tuition rate up to 7 credit hours per semester. Electives taken in other programs may not be eligible.

BJC assistance policy information can be found at <http://222.barnesjewish.org/careers/benefits/tuition-assistance> or by calling BJC Human Resources at 314-362-0700.

Automatic Payroll Deduction (WU employees)

Washington University employees, who want to pay tuition by way of automatic payroll deductions, should complete the payroll deduction form. This form must be completed every semester in which a scholar is enrolled. The information is not carried forward from one semester to the next. To request this form, contact the Program Manager at ahbr@dom.wustl.edu or 314-454-8956. This paperwork should be submitted prior to the first day of class.

Department Paid Tuition Assistance

Employees who receive tuition funding from a sponsoring department or grant are also required to complete the Request for Employee Tuition Assistance (DPTA) forms and include the name of the financial or department administrator responsible for providing an account number for tuition. If an employee is also requesting the Human Resources tuition assistance benefit, both requests may be submitted on the same form.

Payment of Financial Obligations

Any payment due from the student and not paid by the specified date will accrue interest at the usury rate in effect on the first business day of the month in which the payment is due. This fee will be imposed on any accounts not paid in full within 30 days of the due date. Any amount not paid when due plus accrued interest thereon must be paid in full within three months of the due date to avoid suspension from classes.

If a student fails to settle such unpaid amounts within three months of the original due date, the School will not release the student's academic record, grade reports or transcript pending settlement of the unpaid account. A student who has not satisfied all of his/her delinquent financial obligations to Washington University (tuition, parking, etc.) one month before the end of the academic year will not be allowed to progress to the next academic year, or be issued a diploma. Federal financial aid funds for the next academic year cannot be disbursed until all prior year balances are paid in full.

Making Tuition Payments

Washington University provides students with a number of different methods for making payments. For detailed information, go to <http://studentaccounting.wustl.edu/methods-of-payment.html>

Section 6 – Degrees and Graduation

Filing for a Degree

Students are responsible for filing an Intent to Graduate form in order to have each earned degree conferred. The Intent to Graduate form is available online through [WebSTAC](#), and must be filed by the deadline in order for a degree to be awarded. Deadline dates appear in the Academic Calendar and on [WebSTAC](#). Students who do not complete their degree requirements by their intended graduation date must re-file a new Intent for the next graduation date.

Recognition Ceremony

The AHBR program participates in a joint recognition ceremony with several other WUSM Master's programs in May. Family members, friends, mentors, and colleagues are welcome to attend and the graduating student should provide an expected number of guests to the CRTC secretary to ensure adequate space, chairs, and printed programs. Invitations for the event are distributed in April.

Commencement

Washington University hosts an All-University Commencement at the end of the Spring term each year. December and May graduates are invited to participate in this event on the Danforth campus. Commencement information is distributed by the Washington University Commencement Office. Details can be found at <https://commencement.wustl.edu>

Regalia (Caps and Gowns)

The AHBR program provides cap and gown rentals for Spring graduates. A Student Regalia Rental Order form will be sent to each graduating scholar 6 to 8 weeks prior to the Recognition Ceremony. Each scholar must complete and return the form to the Program Manager by the deadline.

Graduates are responsible for picking up and returning the regalia after the All-University Commencement.

Verification of Degree Awarded or Enrollment Status

Transcript requests must be made to the Medical School Registrar's Office. Requests can be made in person or in writing. Please see the Registrar's Office website for more information about obtaining official transcripts (<http://wusmregistrar.wustl.edu/transcripts.htm>).

An unofficial record of your transcripts can be viewed on [WebSTAC](#).

Section 7 – Resources

CRTC Resources

The information provided here is not intended to be an exhaustive list. Scholars should refer to the CRTC website <http://crtc.wustl.edu/> for additional resources.

Computer Bay

Computers are available to AHBR and CRTC program scholars free of charge. Computers are located in the CRCT office suite which is located on the 2nd floor of Wohl Clinic building. These computers have SPSS on them. Access to computers is available 24/7 for scholars with CRTC access. All scholars should be able to enter the CRTC by swiping his/her badge or by entering the last 4 digits of his/her social security number followed by the “#” sign. Scholars who encounter difficulties should contact the Program Manager at ahbr@dom.wustl.edu or 314-454-8956.

Poster Printing

AHBR Scholars may print posters in the CRTC for meetings and conferences as needed.

Availability and Permissions: The CRTC poster printer is available by appointment only. Please schedule an appointment as far in advance as possible with Julie Headrick, jheadric@dom.wustl.edu, or 314-454-8957. If you cannot make your scheduled time, or will be late for your appointment, please contact Julie. Failure to arrive on time may result in the re-scheduling of your appointment.

Cost: The cost is \$50 per poster, regardless of size. If you are a current trainee or scholar, you may have research funds available to cover this cost. Otherwise, you will need to provide a department billing number and billing contact information, or pay via cash or check payable to Washington University. Payment by check or cash is due at the time of printing.

Instructions

Prior to Printing:

- **Request an appointment** by contacting Julie Headrick
- **Indicate if you will be paying by check, cash,** or with departmental funds.
- **Indicate the size of poster paper you want to use.** Choose from either a 36” or 42” paper roll and size the poster accordingly.
- **Bring your poster file to the CRTC on a flash drive with the file saved in both .ppt (or .pptx) and .pdf formats.** If your poster contains data sets, tables, graphs, or charts built in other Office programs and linked to your document, or if you used shadows, or other 3-D effects, your poster may not print correctly due to a known problem with the printer. In such cases, the printer may freeze when the data object is reached during printing, or it may skip the section containing data or special effects. To avoid these problems, use data sets, tables, etc. saved as picture files, or save them as pictures files when you copy and paste into your document. You may be able to convert your PowerPoint file to a PDF on the printer computer; however, depending on your file, you may encounter problems with the conversion process. It is recommended that you convert the file before transferring it to the printer computer.

Poster file names should include your last name, CRTC program or Department, event name, and date.
Example: SmithT_TL1_AMAPoster_030114.pptx.

If you encounter any problems or error messages with the printer or printer computer, please seek assistance from Julie Headrick, Jennifer McKanry or Rachel Driskell. We strongly suggest you avoid “last minute” print jobs, as large format printing is more complex than desktop printing and errors are not uncommon. When scheduling your print job, please allow as much time as possible prior to the date you need your poster. After printing, allow at least one hour of time in the CRTC for the poster to dry before moving or rolling.

Washington University School of Medicine (WUSM) Resources

The information provided here is not intended to be an exhaustive list. Scholars should refer to the WUSM website <http://medschool.wustl.edu/> for additional resources.

Bernard Becker Medical Library

Becker Library provides services ranging from interlibrary loans, remote access, and public computer workstations to courses on citation management, database searching and publishing and author support. Many of the courses offered are available to students free of charge. All Applied Health Behavior scholars should be able to use the library remote access system using their WUSTL Key. For more information on general services, go to <https://becker.wustl.edu/>. For a listing of classes and when they are offered, go to <https://becker.wustl.edu/classes-consulting/classes>. To resolve difficulties related to remote access, please contact askbecker@wustl.edu.

Bookstore

The Washington University in St. Louis School of Medicine Bookstore is located in the Mid Campus Center at 4590 Children’s Place.

Poster Printing in Infectious Disease Suite

There is a poster printer in the ID area on the 15th floor of NW Tower that is available to all. Contact in ID for poster printing is Dawn Cannon (314-454-8225, dcannon@wustl.edu). The per poster fee to print using this printer is \$100. The following information must be provided when using this printer:

- Poster title
- Poster authors
- Title of the meeting at which the poster will be presented
- Fund to be charged

Washington University Resources

The information provided here is not intended to be an exhaustive list. Scholars should refer to the WU website <http://www.wustl.edu/> for additional resources.

The Writing Center and The Speaking Studio

The Writing Center and The Speaking Studio provide free, one-on-one tutoring to all WUSTL students for any writing or public speaking project. The Center and the Studio are both located in the northwest corner of Olin Library on the first level. Olin Library is centrally located on the Danforth Campus. For more information, go to <http://writingcenter.wustl.edu>.

Arts and Sciences Computing Center

Computer labs are available to Washington University students free of charge. Computers in Seigle Hall are equipped with SPSS. For more information about computer resources, go to <http://computing.artsci.wustl.edu/labs>.

Career Center

The Career Center (<http://careercenter.wustl.edu/students/postdoctoral/Pages/default.aspx>) provides services to scholars in the AHBR program. Arlene Taich (ataich@wustl.edu) is the contact for Graduate and Postdoctoral Scholar Career Development. At the Career Center, scholars may attend workshops, search for jobs on CAREERLink (<http://careercenter.wustl.edu/tools/careerlink/Pages/default.aspx>), or use Interfolio (<http://careercenter.wustl.edu/tools/Pages/Interfolio.aspx>), an online dossier, credentials, and letters of recommendation storage service. The Washington University Alumni Association LinkedIn group has over 10,000 members. Scholars (current and alumni) are invited to join the group. To join, click the LinkedIn badge located at the bottom of the Career Center website.

Cornerstone: The Center for Advanced Learning

Academic Programs

Cornerstone (<http://cornerstone.wustl.edu/>) provides free assistance from trained professionals and peer mentors in a variety of academic areas.

Disability Resources

Cornerstone also offers services to students with disabilities. To learn more about its services, initiate the process of formal documentation and/or to arrange for accommodations, please contact Disability Resources <http://cornerstone.wustl.edu/disability-resources/> at the start of the semester.

Fitness Facilities

Full-time graduate students have access to fitness facilities in the Athletic Complex (<http://bearsports.wustl.edu/Facilities/Pages/AthleticComplex.aspx>) on Washington University’s Danforth Campus. Part-time students may purchase a fitness center membership for \$80.

Section 8 – Academic Calendars

Washington University Academic Calendar

The Washington University Academic Calendar can be found at <http://registrar.wustl.edu/academic-calendars/>

AHBR Program Calendar

July, 2016	4	Independence Day Observed
	29	Summer grades due in WebFAC
August	8	Last day to add Fall 2016 class (if using Employee Tuition Benefit)
	15	Last day to add or change courses
	24	DPTA (tuition benefit) and Payroll Deduction forms due to Program Manager (WU employees only)
	29	First day of Fall semester
September	5	Labor Day – No Classes
	13	Last day to drop without a “W” and last day to receive a 100% refund
	20	Last day to drop and receive a 50% refund
	27	Last day to drop and receive a 25% refund. No refunds given after this date.
October	3	December 2016 Intent to Graduate forms due
November	10	Spring Registration begins
	18	Last day to change Fall grade option
	25-29	Thanksgiving Break, No Classes
December	12-21	Final Exams
	22	May and August 2017 Intent to Graduate forms due
	22	Fall grades due in WebFAC

January, 2017

	11	DPTA (tuition benefit) form and Payroll Deduction form due to AHBR (WU employees only)
	16	Martin Luther King Holiday, No Classes
	17	First day of Spring semester
February	1	Last day to drop without a “W” and last day to receive a 100% refund
	14	Last day to drop and receive a 50% refund. No refunds given after this date.
March	12-18	Spring Break, No Classes
April	3	Summer Registration begins

	7	Last day to change Spring grade option
	18	Fall Registration begins
May	1-10	Final Exams and Projects due
	12	Spring grades due in WebFAC
	18	AHBR/MSCI/MPHS Joint Graduate Recognition Ceremony & Reception
	19	All-University Commencement

Section 9 – AHBR Program Contacts

Amy McQueen, PhD

Program Director & Assistant Professor of Medicine
General Medical Sciences

Mailing address and physical location:

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General Medical Sciences
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Pam Struttman, MA

Program Project Manager

Mailing address:

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