

Syllabus for
Sociology 3181-01– Philanthropy Lab

Spring 2026

Thursday - 3:00 – 5:50 pm

Classroom:

Philanthropy is commendable, but it must not cause the philanthropist to overlook the circumstances of economic injustice, which make philanthropy necessary. --Martin Luther King Jr.

Instructor: Barbara Levin, MSW

Email: blevin@wustl.edu;

Teaching Assistant: Mason Shaver

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Office Hours: [COFFEE WITH BARBARA](#)

As an adjunct professor without an office, I offer “coffee hours.” Every student and team will meet with me at least once, and the times are available throughout the semester.

Course Overview and Learning Objectives

The basic premise of this class is that you are now stewards of tens of thousands of dollars, and your job is to give it all away—the decisions about where that money will go reside with you, not me. You are responsible for making the decisions and giving the money away; I serve only as your advisor. You are responsible for determining what it means for your “foundation” to do good. You are responsible for determining where we focus attention. Will it be on homelessness, hunger, health, education, the arts, research, refugees, domestic violence, or something else? Will it be on one issue area or multiple areas? You are responsible for achieving good, and this responsibility—though it sounds simple—is incredibly complex.

Over the semester, you will use theory and skills to research, solicit funding proposals from, critically review, and select a nonprofit or multiple nonprofits to fund. Through the generous support of the Philanthropy Lab, campus partners including the Gephardt Institute for Civic and Community Engagement, the Department of Sociology, the Koch Center for Family Business, and outside donors, the class will have approximately \$40,000 to grant to one or more nonprofit (501 (c) (3)) organizations. In addition, students will be expected to conduct site visits to nonprofits outside of class time. One week of class in March will not have a class scheduled to accommodate site visits.

The course is taught in partnership with the Philanthropy Lab. Based in Fort Worth, Texas, the Philanthropy Lab aims to expand student interest and participation in philanthropy. Since 2011, the Lab and its partners have invested more than \$13 million in 34 partner schools to facilitate experiential philanthropy courses for 4,252 students. In addition to the donations, students are invited to develop and post their own giving pledges on The Philanthropy Lab’s website and to evaluate their grants two years later.

The course content examines how societies take action to address social issues of moral and social concern. Many ethical and religious frameworks engage questions of equity and support some form of benevolence and charity. However, societies differ in how they think about the appropriate actors for addressing social issues. In

this class, we will consider the roles of philanthropy and nonprofit organizations. This course investigates the nature of philanthropy and nonprofit organizations and their influence on civil society.

The class's philanthropic investments will be made through teams that act as mini-foundations. These teams will have an allocated pool of funds (the final amount will be confirmed based on the final student enrollment count at drop/add) available to invest in registered 501(c)3 organizations. Any additional bonus money earned from Philanthropy Lab incentives will be allocated through a class discussion near the end of the semester.

Throughout the course, assignments will build on each other to lead to the final funding decision. While giving away money may appear straightforward, doing it well is not. Being strategic about how one gives and to whom is critical. Power dynamics between the grantor and the grantee create challenges. Core to this class is the recognition that, as "difficult" as it is to give money away, it is far more difficult for the nonprofit organizations that are on the ground serving people and communities and raising the funds that allow them to do so. As we progress through the course, students will actively research the topics examined. Individual and group projects allow students to apply what they learn from the readings and become the foundation for class discussions.

Course Goals and Learning Objectives:

Goals:

- Appreciate complex and elaborate social problems that philanthropy aims to address.
- Understand the history and structures of philanthropy and nonprofit organizations.
- Value concern with the needs of others, the health of the community, and the ways we might promote the public good using our resources.
- Build a vision for yourself as a philanthropist.

Specific Learning Objectives: Students will learn to:

1. Analyze the roles, relationships, and tensions between different actors in the philanthropic process.
2. Define an approach/vision for philanthropy that emphasizes equity, racial justice, and community voice.
3. Examine nonprofits' financial health, transparency, and efficiency in making donation decisions.
4. Evaluate a donation's short- and long-term impact on a nonprofit organization.
5. Identify best practices in the social impact world, understanding the challenges and limitations of specific organizations.
6. Demonstrate general awareness of the problems affecting our communities and the resources available to tackle those problems effectively, efficiently, and sustainably.
7. Demonstrate the ability to collaborate, work in teams, and assess impact creatively, innovatively, and effectively.
8. Develop a personal philanthropic ethic, considering how one's time, talent, and treasure might benefit the public good.

Readings

All readings are available on Canvas.

Reading is a crucial component of this class. You are expected to complete all readings by the assigned date and be prepared to participate in discussions, raise additional questions, and answer questions about the readings in class. The style of reading materials is varied. Some are journalistic accounts of particular people

and places, while others are more analytical or abstract scholarly materials. In either case, absorbing the readings and considering their implications will require time and investment.

It would be best if you took notes on the readings—not by trying to jot down every detail but rather by doing two key things:

1. As you read, write a few summary statements at the end of major sections (or at the end of the reading for shorter pieces). For example, if you have just read a long passage and are struggling to write a 1-2 sentence summary, that is a sign that you should go back and re-read that section.
2. Once you've finished the readings for the day, write down 1-2 questions or comments that you'd like to raise in class. In addition to our regular discussions, I will occasionally ask what other questions/comments you want to raise.

ONLINE RESOURCES

- The Chronicle of Philanthropy. National weekly devoted to fundraising and philanthropy. www.philanthropy.com
- Charity Navigator. A website that rates charitable organizations and provides information on finances and transparency. www.charitynavigator.org
- GiveDirectly a nonprofit that allows people to give directly to individuals. [GiveDirectly USA](http://GiveDirectlyUSA)
- GiveWell. Provides in-depth information and recommendations about charities. www.givewell.org
- Giving What We Can. Charity reviews and recommendations. www.givingwhatwecan.org
- Candid. Provides basic data about nonprofits and their financial information. www.candid.org
- Foundation Center. Includes a database on grantmakers and grants and does research, education, and training. www.fdncenter.org
- Lilly Family School of Philanthropy at Indiana University-Purdue University Indianapolis. The academic center is focused on philanthropy. www.philanthropy.iupui.edu
- Non-Profit Quarterly www.nonprofitquarterly.org
- National Council of Nonprofits, the umbrella for state associations. www.councilofnonprofits.org
- Institute for Policy Studies a progressive organization dedicated to building a more equitable, ecologically sustainable, and peaceful society.

Class Interactions

I value student interaction in class and know that many (but not all) students do as well. Therefore, I will build a classroom culture that encourages and supports participation. In addition, you all must come to class prepared to engage with the course material and ideas. Finally, I recognize that scheduling group projects can be challenging. Therefore, I will use some class time for group meetings.

Respect: The readings in this course will show you that there are many ways to interpret the topics I will discuss. Because of that, I hope we will have fruitful debates that will challenge us to compare different viewpoints. Please remember that our goal should be to debate ideas, not each other as individuals.

Guests: Some classes will feature expert presenters, professionals in the field, and community leaders engaged in philanthropy. I ask all students to be prepared with questions and curiosity, and to read the required materials for that particular class.

Communication and Flexibility: Please be flexible and patient. I will do my best to work with each of you should difficulties arise. Be aware that changes can be made in response to plans that are not working or schedules that need tweaking. If something isn't working, notify me and be patient, and I will see what I can do! I will keep

this document up to date if anything changes. Please keep in contact with me. If you are having issues, please reach out.

Office Hours, Contacting Me

As an adjunct professor, I have no office. I offer coffee hours instead. Each student and each team will meet with me at least once during the semester. I can talk about class and support your learning and future goals. Here is a link to my calendar: [COFFEE WITH BARBARA](#)

Assessments/Assignments

All assignments, assignment details, templates, and outlines are uploaded to Canvas.

Reflection Journals. Two 200 – 500-word reflections on readings, lectures, and class discussions OR two 5 – 8-minute recorded reflections. The reflections should focus on the course material and your values and ideas about philanthropy. Your first journal or recording is due on **January 22ND**. This reflection should answer questions such as,

- What has been my experience with philanthropy, "charity," giving, and volunteering?
- What are my values related to supporting people, animals, or the planet?

The second journal entry is due on **April 2ND**, allowing you time to reflect on how the readings, course discussions, research, guests, or site visits impact your views or values.

- What changed for you over the semester?
- What surprised you the most about philanthropy, nonprofits, or your experience?
- What was a source of questioning for you and why?
- What would you do differently?
- Which site visits did you attend, and which was the most impactful contribution to your funding decision, and why?

Present analytic thinking with a touch of personal reaction to the course material.

Presenting Your Issue: Each student will have 2 minutes (with a timer) to "make their case" for an important issue and why it should be considered for funding this semester. You will have a wall sheet where you will write a title and at least **three topic points**. After all presentations have been made, students will walk around, topics will be consolidated if appropriate, and decisions will be made on at least 4-5 topic areas, forming the class "foundations." **The paper will have a maximum of three pages**, plus references. It should include a summary argument for your "case," a review of at least two articles that provide background evidence, and resources to address interventions that address the issue. The most persuasive case includes St. Louis-based organizations and interventions. You will submit a paper elaborating on your issue before class on **January 29th**.

Final Group Report:

The final project has several components due over the semester. Its goal is to recommend a nonprofit for funding support. All aspects of the nonprofit—its mission, program effectiveness, the capacity of management and the board to lead the organization, and fiscal strength—must be considered.

Part 1: The Foundation's mission and focus area include your mission and a summary of the research on evidence-based interventions compiled by team members while making their case. Due on **February 19th**

Part 2: Your Foundation's list of at least five nonprofit organizations in the St. Louis area that address the identified need. The list must include the name, mission, website, CEO/Ed's name, budget, description of the interventions/program(s) that address the need, and a paragraph outlining the reasons for including this organization. Assign a team member to each organization to serve as their primary contact. There is a summary sheet comparing the organizations' 990s from the past two years. This is due **February 26th**. If time permits, all teams will share it in class. Your foundation will send a letter to selected organizations. A template and details will be on canvas. All letters must be sent no later than March 1st.

Part 3: Site visit reports. One-page description for each site visit, including a description of the organization, analysis of the organization's strengths and weaknesses, what initial perceptions you had that were confirmed, and initial perceptions that were challenged. After discussion with faculty, students will use the class on March 26th to conduct the site visits. Reports are due **April 2nd**.

Part 4: Foundation's Recommended Organization for Funding: Groups will deliver a **15-minute in-class** presentation on the organization they recommend to the class, including the rationale for their recommendation. The presentation should include a summary of the need, including relevant data, a description of the organization and its programs, a comparison to other organizations considered, and the criteria used for selection. These presentations will be given **on April 9th**.

Part 5: Giving Summary Groups will submit a written document that outlines the social problem/needs they are trying to address, the approach they selected to address it, the organization(s) they invited to apply and the reasons for choosing those organizations, a comparison of organizations based on site visits and organization's grant proposal, and reasons for selecting the organization they recommended for funding. This document is due **April 23rd**.

Attendance and Class Participation: Attendance includes attending class, site visits, and group meetings that may occur outside of class time. Student participation means engaging thoughtfully and productively in each session by raising thought-provoking questions, listening attentively, sharing your examples and experiences, participating in polls when applicable, and making the classroom vibrant, civil, and exciting. Each student will be asked to submit a short assessment of their contributions to group assignments. **Illness does occur; however, please inform me in advance.** Participation is worth **10%** of your course grade.

Philanthropy Lab Assignments: 100% completion of each component equals more money to distribute to our organizations.

The following assignments will provide current and future classes with additional funds to grant to local organizations and give students opportunities to participate in philanthropic efforts. Completing all the assignments is **5% of** your course grade.

1. Read and Sign the Grant letters – Jan 15
2. Complete the pre- and post-surveys – Jan 15 & March 19
3. Write and Post Giving Goal – March 5

Late Work: Assignments should be submitted on Canvas on their due dates. If extenuating circumstances prevent you from completing your work on time, please email us in advance to discuss your strategy for completing the work and its impact on your grade. Otherwise, you will lose a third of a letter grade per day that your homework is late (i.e., A becomes A-, A- becomes B+, etc.).

Grades:

Assignments and Calendar of Important Dates

Assignment	Type	Points	Due Date
Participation and Attendance	Individual	10	Throughout
Philanthropy Lab Requirements Read and sign grant letters. Pre-survey – in class or before Post your giving goals. Post- survey	Individual	5	January 15 March 5 March 19
Reflection Journal Part 1	Individual	5	January 22
Make Your Case	Individual	10	January 29
Foundation Giving Report Part 1- Your mission and focus	Team	10	Feb 19
Foundation Giving Report Part 2	Team	10	Feb 26
<i>Organizations submit applications</i>			<i>March 20</i>
Student Reflection #2	Individual	5	April 2
Foundation Giving Report Part 3- Site Visit Report	Team	5	April 2
Foundation Giving Report Part 4- Present funding recommendations	Team	20	April 9
Foundation Giving Report Part 5	Team	20	April 23
Celebration of Giving	All of Us!		April 23
		100 Points	

Grading Scale

A+ = 97-100	A = 93- 96.9	A - =90-92.9
B+ = 87-89.9	B = 83-86.9	B- = 80-82.9
C+ = 77—79.9	C = 73-76.9	C- = 70—72.9

**Throughout the semester, changes to the course schedule, including assignment due dates, may be necessary. These changes will be announced in class, and reminders will be emailed as early as possible.*

DATE	CLASS TOPIC	READING BEFORE CLASS	ACTIVITY	ASSIGNMENT/NOTES
1 Jan 15	Introduction <i>Why this class?</i>	This America Life Universal Basic Income program in Kenya Extra: GiveDirectly USA	<ul style="list-style-type: none"> ✓ Review www.philanthropylab.org ✓ \$10 Challenge ✓ Open your profile. ✓ Sign Grant Letter 	Complete pre-survey Sign grant letter
2 Jan. 22	<i>What is the history/role of philanthropy?</i>	The Gospel of Wealth” (pp. 1-15) But How is the World Changed? Four traditions of philanthropy Gospel of Giving (pp. 185-208) A New Gospel Watch: https://gospelofgiving.com/#single/0	<ul style="list-style-type: none"> ✓ Discuss readings ✓ Process \$10 challenge ✓ Meet student ambassadors and evaluators ✓ Guest: <i>Dustin Palmer, US Director, GiveDirectly</i> 	<i>Reflection Journal #1</i>
3 Jan. 29	<i>What is the relationship to the Nonprofit sector?</i>	Nonprofit Management, Michael J. Worth; 2021, chapter 2, 19-47. Nonprofit Starvation Cycle Giving Dashboard St. Louis Map Watch Unlocking the potential of nonprofits: A conversation with Dan Pallotta LIVE	<ul style="list-style-type: none"> ✓ Review the STL NPO landscape. ✓ Map of STL ✓ Make your case -All students present ✓ Philanthropic Structures 	What is your issue? <i>Make your case</i>

		STREAM-- YouTube (Minutes 13-27 in particular)		
4 Feb 5	<i>What should philanthropy achieve?</i>	Collaborative Giving. Mackenzie Scott Where_Strategic_Philanthropy_Went_Wrong.pdf <u>Watch:</u> “The Why and How of Effective Altruism” <u>Explore:</u> Opportunity Atlas Atlanta Equity CrossSectorInfographic Spreads.pdf Decision Making and Equity	✓ Teams define their mission and begin the search ✓ <i>Stories from the Field: Tino Ochoa</i>	Teams form and meet
5 Feb 12	<i>Social Justice and Philanthropy</i>	Centering Equity in Collective Impact-- Winter-2022-Feature-Kania-Collective-Impact <u>Watch:</u> https://www.trustbasedphilanthropy.org/ Community Centric Fundraising Trust-based Philanthropy TBP+v.+Conventional+Grantmaking.pdf TBP+Racial+Equity+2023.pdf Trauma-Informed Philanthropy (pp13-18)	✓ Guest: Rachel D’Souza, CEO, Gladiator Consulting ✓ <i>Stories from the Field:</i> <ul style="list-style-type: none"> ○ <i>Ryan Ripple, CEO, NextLadder Ventures</i> 	Teams schedule meetings with Barbara.

		Overcoming Racial Bias in Funding		
		Implicit bias in Philanthropy		
6 Feb 19	<i>What does the research tell us?</i>		<ul style="list-style-type: none"> ✓ Teams meet with content experts to explore promising practices and evidence-based interventions 	Class meets at Stix House Giving Report Part 1
7 Feb 26	<i>Who else is doing the work?</i>	Mining the 990 Data	<ul style="list-style-type: none"> ✓ Meet Philanthropy Professionals ✓ Teams present organization candidates ✓ Review RFP & send no later than March 1 	Giving Report Part 2 Class location: Missouri Foundation for Health
8 March 5	<i>What is our impact on the organization?</i>		<ul style="list-style-type: none"> ✓ Meet Nonprofit Professionals ✓ Prepare for Site Visits 	Class may meet off-campus. Giving Goals due
SPRING BREAK				
9 Mar 19	<i>How do we decide, and how do we visit?</i>	8 Questions to ask	<ul style="list-style-type: none"> ✓ Practice site visits ✓ Guest: Barry Rosenberg, Teaching Professor, Brown School ✓ <i>Stories from the Field, William Polk, Pershing Charitable Trust</i> 	Post-class survey due Organization applications are due March 20th
10 Mar 26	Site visits	Teams must submit their visit calendars in advance. Barbara will be available. Students use this week for all site visits. We will discuss how to conduct these so that they are not burdensome to the organization or students.		
11 April 2**	<i>How do we evaluate impact?</i>	Nonprofit Management, Michael J. Worth, Chapter 6, pp. 159-182; Leveraging Points	<ul style="list-style-type: none"> ✓ Guest: Dr. Saras Chung, Research Associate Professor; Director, Social Systems Dynamics Lab, Brown School of Social Work ✓ <i>Stories from the Field: Nina Needleman</i> 	Reflection Journal #2 Due Giving Report Part 3 – Site Visit Report
**The evening of April 2nd begins the second Sedar of Passover. If you need to leave early to attend, please let me know.				

12 April 9	<i>Who will we fund?</i>		✓ Teams present their choices	<i>Giving Report Part 4 – Funding Recommendations</i>
13 April 16	<i>What is the future of Philanthropy?</i>	Spoiler Alert: Future Philanthropic Leadership is About More Than Just Money Giving USA Self-Inquiry Future Risks	✓ <i>Guests: TBA</i>	
14 April 23	FINAL CELEBRATION WITH THE AWARDEES AND THE CHANCELLOR			<i>Final Project Due</i>

University-Wide Guidelines & Policies

ACADEMIC INTEGRITY

In all academic work, the ideas and contributions of others (including generative artificial intelligence) must be appropriately acknowledged, and work that is presented as original must be, in fact, original. You should familiarize yourself with the appropriate academic integrity policies of your academic program(s).

For additional details on the university-wide Undergraduate Academic Integrity policy, please see:

<https://wustl.edu/about/compliance-policies/academic-policies/undergraduate-student-academic-integrity-policy/>

Academic integrity is a serious offense that may lead to warning, suspension, or expulsion from the University. All instances of academic integrity allegations will be reported to Academic Integrity in the Office of the Provost, who will hold an initial meeting and then determine next steps with the student. For more information on the academic integrity policy, procedures, frequently asked questions, and who to contact, visit [Academic Integrity in the Office of the Provost](#). The academic integrity policy, process, and information listed there applies to undergraduate students enrolled in all Schools and programs and master's level students in the McKelvey School of Engineering, the Sam Fox School of Design and Visual Arts, and the School of Continuing and Professional Studies. For all other programs, please see the [Contacts](#) page.

In all cases of academic integrity violations, the instructor shall make an academic judgment about the student's grade on that work and in that course, which shall not be considered a sanction for prohibited conduct under this policy.

Turnitin (**Note that this should be included if you might use Turnitin in your course at any point*)

In taking this course, students may be expected to submit papers and assignments through Turnitin to detect potential plagiarism and other academic integrity concerns. If students do not have an account with Turnitin and/or do not utilize Turnitin when submitting their papers and assignments, the instructor may upload your paper or assignment to Turnitin for processing and review.

UNAUTHORIZED RECORDING AND DISTRIBUTION OF CLASSROOM ACTIVITIES & MATERIALS

The following applies to all students in my class: "Except as otherwise expressly authorized by the instructor or the university, students may not record, stream, reproduce, display, publish or further distribute any classroom activities or course materials. This includes lectures, class discussions, advising meetings, office hours, assessments, problems, answers, presentations, slides, screenshots or other materials presented as part of the course. If a student with a disability wishes to request the use of assistive technology as a reasonable accommodation, the student must first contact the Office of Disability Resources to seek approval. If recording is permitted, unauthorized use or distribution of recordings is also prohibited."

SEXUAL HARASSMENT AND ASSAULT

If you are a victim of sexual discrimination, harassment or violence, we encourage you to speak with someone as soon as possible. Understand that if you choose to speak to me as an instructor, I must report your disclosure to my department chair, dean, or the Gender Equity and Title IX Compliance Officer, which may trigger an investigation into the incident. You may also reach out to the [Relationship & Sexual Violence Prevention \(RSVP\) Center](#) to discuss your rights and your options with individuals who are not mandatory reporters. <https://titleix.wustl.edu/students/confidentiality-resources-support/>

RELIGIOUS HOLIDAYS

To ensure that accommodations may be made for students who miss class, assignments, or exams to observe a religious holiday, you must inform me in writing before the end of the third week of class, or as soon as possible if the holiday occurs during the first three weeks of the semester. For more information, please see the university's [Religious Holiday Class Absence Policy](#).

EMERGENCY PREPAREDNESS

Before an emergency affects our class, students can take steps to be prepared by downloading the [WashU SAFE App](#). In addition, each classroom contains a “Quick Guide for Emergencies” near the door.

RESOURCES FOR STUDENTS

WashU supports the right of all enrolled students to an equitable educational opportunity and strives to create an inclusive learning environment. In the event the physical or online environment results in barriers to the inclusion of a student due to a disability, they should notify the instructor as soon as possible.

Disabled students requiring adjustments to equitably complete expectations in this course should contact WashU’s Disability Resources (DR) and engage in a process for determining and communicating reasonable accommodations. Because accommodations are not applied retroactively, DR recommends initiating requests prior to, or at the beginning of, the academic term to avoid delays in accessing accommodations once classes begin. Once established, responsibility for disability-related accommodations and access is shared by Disability Resources, faculty, and the student.

[Resources for Students](#).

Resources for Students

Confidential Resources for Instances of Sexual Assault, Sex Discrimination, Sexual Harassment, Dating Violence, Domestic Violence, or Stalking

The University is committed to offering reasonable academic accommodations (e.g. a no-contact order, course changes) to students who are victims of relationship or sexual violence, regardless of whether they seek a formal investigation or criminal charges. If a student needs to explore options for medical care, other services, or reporting, or would like to receive individual counseling services, there are free, confidential support resources and professional counseling services available through the Relationship and Sexual Violence Prevention (RSVP) Center. If you need to request such accommodations, please contact RSVP to schedule an appointment with a confidential and licensed counselor. Although information shared with counselors is confidential, requests for accommodations will be coordinated with the appropriate University administrators and faculty. The RSVP Center is located in Seigle Hall, Suite 435, and can be reached at rsvpcenter@wustl.edu or (314) 935-3445. For after-hours emergency response services, call the Sexual Assault and Rape Anonymous Helpline (SARAH) at (314) 935-8080 or call 314-935-6666 or (314) 935-5555 and ask to speak with an RSVP Counselor on call. See: [RSVP Center](#).

Bias Reporting and Support System (BRSS)

The University has a [non-punitive](#) process through which students, faculty, staff, and community members who have experienced or witnessed incidents of bias, prejudice, or discrimination against a student can report their experiences to the University’s [Bias Report and Support System \(BRSS\)](#) team.

Center for Career Engagement (CCE)

The Center for Career Engagement provides one-on-one coaching, resources, programs and events to support the lifelong career success of all students and alumni. In addition to having your resume reviewed or fine-tuning your interviewing skills, the CCE invites you to work with us as partners at every stage of your career development as you reflect, learn and experiment. Our Certified Career Management Coaches will listen, ask questions, and provide

resources to help you understand yourself, envision possibilities, prepare, search and apply, and engage in your career development.

You can select a career coach based on availability and alignment with one of our industry-aligned career communities, or you can choose a coach in the Career Exploration community.

To make an in-person or virtual appointment:

1. Log in to [Handshake](#)



2. Click Career Center (left side tool bar)
3. Click Appointments.

The CCE is conveniently located in the Danforth University Center, Suite 110 with several additional office spaces across campus in Knight Hall 210, Bauer Hall 250, Steinberg Hall and Brown Hall.

Counseling and Psychological Services

The Center for Counseling and Psychological Services' professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect a student's academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety, depression, and thoughts of suicide. Individual, Conjoint, and Group therapy are all provided in addition to referrals for off-campus support. Information can be found on the [CCPS webpage](#).

The Division of Student Affairs also offers a telehealth program to students called [TimelyCare](#). While students are encouraged to visit CCPS during business hours, this additional service also provides after-hours access to medical care and 24/7 access to mental telehealth care across the United States, with no cost at the time of the visit. 12 counseling visits are provided at no charge as well as a limited number of psychiatry appointments. Students who pay the Health and Wellness fee are eligible for this service.

Additionally, see the mental health services offered through the [RSVP Center](#).

[The Writing Center](#)

The Writing Center offers free writing support to all Washington University undergraduate and graduate students. Staff members will work with students on any kind of writing project, including essays, writing assignments, personal statements, theses, and dissertations. They can help at any stage of the process, including brainstorming, developing and clarifying an argument, organizing evidence, or improving style. Instead of simply editing or proofreading papers, the tutors will ask questions and have a conversation with the writer about their ideas and reasoning, allowing for a higher order revision of the work. They will also spend some time looking at sentence level patterns to teach students to edit their own work.

The Center is located in Mallinckrodt, and appointments are available days and evenings Sunday through Friday. Office staff hours are Monday through Friday 10:00am to 4:00pm. Students are seen primarily by appointment, with walk-ins accepted as the schedule allows. They also have dedicated walk-in hours for undergraduates on Tuesday and Wednesday afternoons. Both in-person and online appointments are available. To make an appointment, go to writingcenter.wustl.edu. Email: writing@wustl.edu.

The Learning Center

The Learning Center provides [peer-led support programs](#), including course-specific mentoring and academic skills coaching (study and test-taking strategies, time management, etc.), that enhance undergraduate students' academic progress. Contact them at learningcenter@wustl.edu or visit ctl.wustl.edu/learningcenter to find out what support they may offer for your classes.