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Part-Time MSW Program

Advanced Generalist Specialization Handbook

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Advanced Generalist Specialization Framework

The advanced generalist specialization is embedded within but builds upon the generalist practice framework. The School's commitment to the advanced generalist approach (Schatz, Jenkins, & Sheafor, 1990) is grounded in the understanding that this model is well-suited for the practice demands of the 21st Century, which require both breadth and depth of knowledge and skills, but that also employ essential elements that cut across fields of practice¹. The advanced generalist specialization provides knowledge and skills in direct services as well as administration, management, advocacy, system reform and the effects of social policies to effectively address complex pressing individual and social problems. Preparing social workers to be leaders in an increasingly diverse and global environment, marked by diminished resources, devolution of responsibility for social welfare from the federal, state and local governments, and the growing privatization of services, requires knowledge and skills that build on and extend the generalist practice foundation in the following areas:

- ***Populations and related social-problems/issues.*** Committed to serving and advocating for oppressed and marginalized populations, advanced generalist social workers understand the changing demographics locally and nationally with an eye toward related social-problems and their implications for social work practice, service provision and social policy (e.g., developing or enhancing services or policies for populations identified as at risk for life adversities and attendant social problems). They are competent to engage, assess, intervene and evaluate practice with members of diverse populations and to address attendant social problems, and complex chronic needs of client systems (Schatz, Jenkins, & Sheafor, 1990).
- ***Social, health, and/or human services systems and policies.*** Advanced generalist social workers are familiar with the contexts and policies relevant to populations served. They are able to evaluate systems of care and changes needed in those systems over time related to populations they are intended to serve and seek to address inequalities, as well as barriers to access and exit from service delivery systems.
- ***Systems of oppression, privilege, and power:*** To promote human and community well-being, human rights, and social, economic and environmental justice, advanced generalist social workers must not only understand, but employ strategies designed to eliminate oppressive structural barriers at multiple levels to ensure that social goods, rights and responsibilities are distributed equitably and that civil, political, economic, social and cultural human rights are protected.
- ***A multilevel, multimethod and multidimensional approach:*** Advanced generalist practice requires “multiple skills, a strategy for selecting among...various alternatives, and creativity to address complex practice issues” (Lavitt, 2009, p. 466). Advanced generalist social workers are skilled in assessing the focus of attention and the intervention that is likely to have the greatest impact and are prepared to work in more complex environments that may require specialized skills sets for addressing challenges or needs at the individual, family, group, organization, community or policy level (Schatz et al., 1990).
- ***Ethical advocacy and social, economic and environmental justice.*** Aware that values and ethics are central to advanced practice, the skilled advanced generalist is “purposeful in promoting

¹ Schatz, M.S., Jenkins L. E., & Sheafor, B.W. (Fall, 1990). Milford redefined: A model of initial and advanced generalist social work practice. *Journal of Social Work Education*. Vol. 26, (3), pp. 217-231.

justice-seeking interventions due to the multidimensionality of their problem-setting and a self-reflective stance” (Lavitt, 2009, p. 470).³ Primary commitment to promoting social justice requires an understanding of intersecting oppressions linked to myriad dimensions of diversity that shape exposure to life adversities and attendant problems as well as access to needed services. Social action on behalf of oppressed and marginalized populations recognizes the importance of empowering disenfranchised individuals and groups, and taking a stand for principles of justice, equity, and fair play, regardless of the social context or practice setting.

- **Reflective leadership.** Advanced generalist practitioners are reflective social work leaders capable of addressing unique, ambiguous, unstable and complex situations (Lavitt, 2009).² Advanced generalist practice requires ongoing reflection regarding various theoretical models, assessment and intervention methods and the efficacy of approaches to produce desired changes. Advanced generalist social workers are prepared to practice independently, hold supervisory and administrative roles, and take leadership in designing services and programs, working with and advocating for consumer groups, writing grants, performing other administrative tasks, and leading community action initiatives (Dakin, Quijana, Bishop & Sheafor, 2015).³
- **Research informed practice and practice and program evaluation methods that contribute to the profession’s knowledge base:** The advanced generalist social worker places value on and is competent to engage in research to improve and evaluate her/his own practice, programs and/or policies that they are working with, and to contribute to the knowledge base of the profession (Schatz et al., 1990).

Advanced Generalist Specialization

To support the development of competence for advanced generalist practice with an increasingly diverse population, complex chronic needs of client systems and myriad social problems, the curriculum introduces students to advanced generalist competencies that are taught within social problem areas and fields of practice referred to as focus areas of the specialization. This is consistent with the Advanced Generalist Practice Framework that emphasizes knowledge, values and skills to address the needs of diverse populations, social problems, service delivery systems and policies. This also allows students some level of choice in the breadth and depth of skills they cultivate within the advanced generalist curriculum.

Focus Areas

Students have an opportunity to elect from the following focus areas offered in the Part-Time MSW Program, or may choose no focus and complete the Advanced Generalist focus:

- (1) Children, Youth, and Family (CYF)
- (2) Mental Health (MH)

² Lavitt, M.R. (2009). What is Advanced in Generalist Practice? A conceptual discussion. *Journal of Teaching in Social Work*, 29,461-473.

³ Dakin, E.K., Quijana, L.M., Bishop, P.S., & Sheafor, B.W. (2015). Best of both worlds: A conceptual model for integrating an aging specialization within an advanced generalist MSW program. *Journal of Social Work Education*, 51,535-549.

Optional Sub-focus Areas

Students can elect to pursue a more specialized area (sub-focus) within their area of focus. At a minimum, a sub-focus area consists of one substantive course (content or practice) and a field placement in the sub-focus area.

Current sub-focus areas are:

- CYF: Child Welfare, School Social Work, or Health and Aging
- MH: Substance Use Disorders or Health and Aging

Student-designed sub-focus areas may also be approved when an appropriate substantive course and field placement can be identified. Students should inform the advisors if they are choosing to pursue a sub-focus.

Specialization Outcomes

Outcomes for the specialization are that students will become autonomous practitioners with the ability to integrate social work knowledge, skills, values, and affective and cognitive processes that promote well-being at the individual, family, group, organizational and community level. To achieve these aims, the curriculum is built around nine core competencies listed below:

Core Social Work Competencies

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations and Communities
7. Assess Individuals, Families, Groups, Organizations and Communities
8. Intervene with Individuals, Families, Groups, Organizations and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

Specialization Requirements

The social work knowledge, values, skills and cognitive and affective processes embedded in the above competencies and demonstrated advanced practice behaviors are acquired through the following required courses in desired focus area:

- Advanced practice
- Policies and services
- Advanced macro-practice
- Advanced Generalist Specialization Field Placement & Integrative Seminar

In addition, students select three “free” elective courses to complete their MSW program. These courses can be within the same focus area or any course from any other focus area.

Focus in Children, Youth & Family Welfare

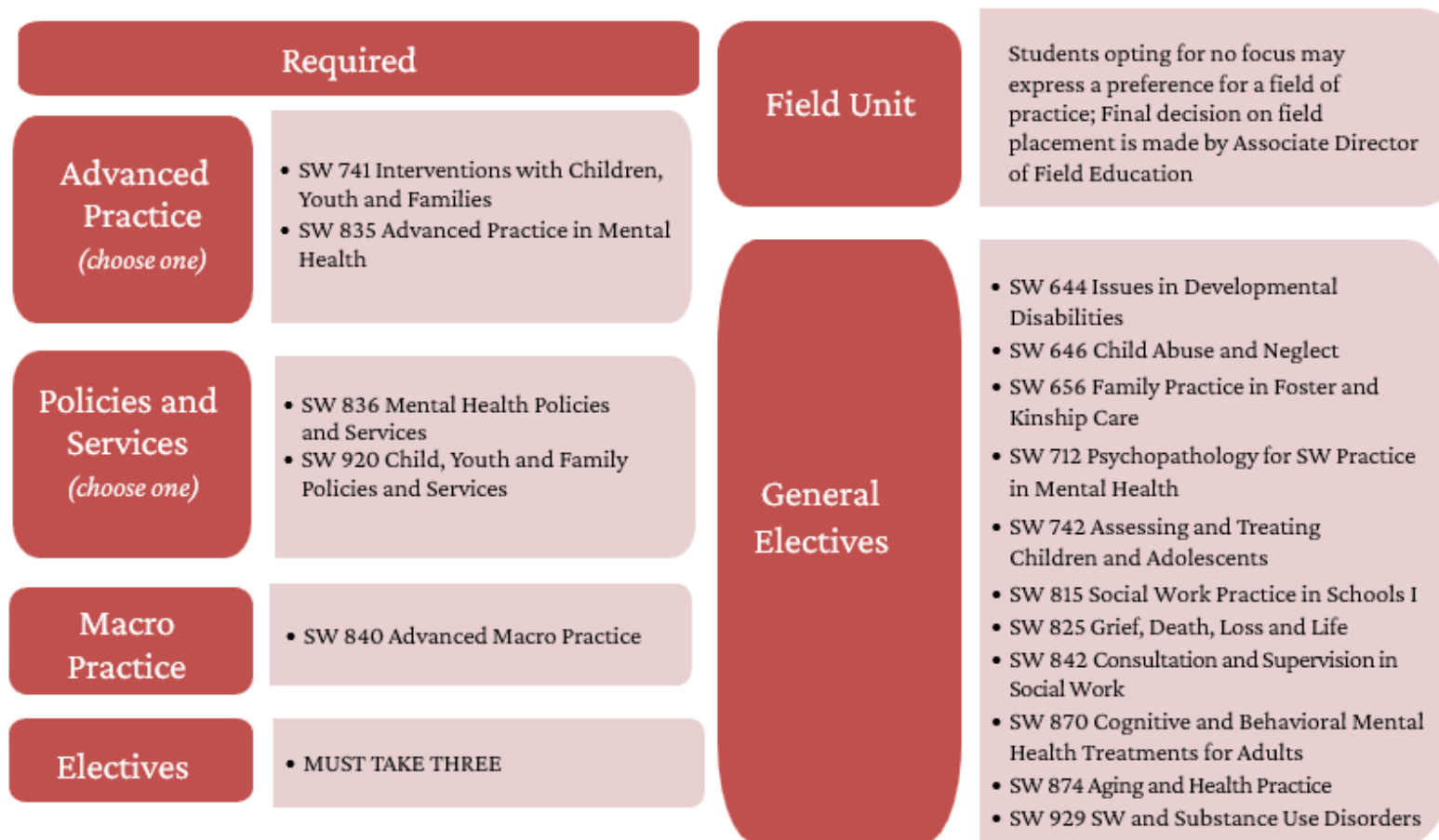
<p>Required</p>	<p>CYF Relevant Electives</p>	<ul style="list-style-type: none"> • SW 644 Issues in Developmental Disabilities • SW 646 Child Abuse and Neglect • SW 656 Family Practice in Foster and Kinship Care • SW 742 Assessing and Treating Children and Adolescents • SW 825 Grief, Death, Loss and Life • SW 842 Consultation and Supervision in SW 	
<p>Advanced Practice</p>	<ul style="list-style-type: none"> • SW 741 Interventions with Children, Youth and Families 	<p><i>Sub-focus in Child Welfare</i></p>	<ul style="list-style-type: none"> • SW 646 Child Abuse and Neglect • SW 656 Family Practice in Foster and Kinship Care • SW 842 Consultation and Supervision in SW
<p>Policies and Services</p>	<ul style="list-style-type: none"> • SW 920 Child, Youth and Family Policies and Services 	<p><i>Sub-focus in Health & Aging</i></p>	<ul style="list-style-type: none"> • SW 874 Aging and Health Practice
<p>Macro Practice</p>	<ul style="list-style-type: none"> • SW 840 Advanced Macro 	<p><i>Sub-focus in School Social Work</i></p>	<ul style="list-style-type: none"> • SW 644 Issues in Developmental Disabilities • SW 646 Child Abuse and Neglect • SW 815 Social Work Practice in Schools I • <i>OPTIONAL ELECTIVE:</i> SW 817 Social Work Practice in Schools II
<p>Electives</p>	<ul style="list-style-type: none"> • MUST TAKE THREE 	<p>General Electives</p>	<ul style="list-style-type: none"> • SW 712 Psychopathology for SW Practice in Mental Health • SW 870 Cognitive and Behavioral Mental Health Treatments for Adults • SW 929 Social Work and Substance Use Disorders
<p>Field Units</p>	<ul style="list-style-type: none"> • SW Practice Public and Private Child Welfare & Educational Settings 		

Focus in Mental Health

<p>Required</p>	<p>Mental Health Relevant Electives</p> <ul style="list-style-type: none"> • SW 712 Psychopathology for SW Practice in Mental Health • SW 742 Assessing and Treating Children and Adolescents • SW 870 Cognitive and Behavioral Mental Health Treatments for Adults • SW 929 Social Work and Substance Use Disorders
<p>Advanced Practice</p>	<ul style="list-style-type: none"> • SW 835 Advanced Practice in Mental Health
<p>Policies and Services</p>	<ul style="list-style-type: none"> • SW 836 Mental Health Policies and Services
<p>Macro Practice</p>	<ul style="list-style-type: none"> • SW 840 Advanced Macro Practice
<p>Electives</p>	<ul style="list-style-type: none"> • MUST TAKE THREE
<p>Field Unit</p>	<ul style="list-style-type: none"> • SW Practice in Mental Health
<p><i>Sub-focus in Substance Use Disorders</i></p>	<ul style="list-style-type: none"> • SW 929 Social Work and Substance Use Disorders
<p><i>Sub-focus in Health & Aging</i></p>	<ul style="list-style-type: none"> • SW 874 Aging and Health Practice
<p>General Electives</p>	<ul style="list-style-type: none"> • SW 644 Issues in Developmental Disabilities • SW 646 Child Abuse and Neglect • SW 656 Family Practice in Foster & Kinship Care • SW 825 Grief, Death, Loss and Life • SW 842 Consultation and Supervision in SW

No Focus Area

Students must meet with an advisor when choosing this option



APPENDIX I: Wisconsin Requirements for Clinical Social Work Licensure

Please see the [licensure website](#) for more information. Those who wish to be licensed as clinical social workers (LCSW) in the State of Wisconsin must meet the following requirements:

1. Complete a master's level "Clinical Social Work Concentration." This requirement is met through the Mental Health Focus Area.
2. According to state statutes, a clinical social work course of study "shall include one course in psychopathology in social work and, two (2) theory and practice courses from among the following: (a) Case Management (b) Clinical assessment and treatment of specific populations and problems, such as children, adolescent, elderly, alcohol and drug abuse, family or couples relationships (c) Psychopharmacology (d) Psychotherapeutic Interventions (e) Electives such as family therapy, social work with groups, sex- or gender-related issues, and topics."
 - A. At least one course must be in Psychopathology (SW 612 or SW 712 meet this requirement); ***AND***
 - B. A minimum of two courses from the list below*
 - SW 644 Issues in Developmental Disabilities
 - SW 646 Child Abuse and Neglect
 - SW 656 Family Practice in Foster Kinship Care
 - SW 741 Interventions with Children, Youth & Families
 - SW 742 Assessing and Treating Children and Adolescents
 - SW 825 Grief, Death, Loss and Life
 - SW 835 Advanced Practice in MH (required for mental health focus area practice course)
 - SW 870 Cognitive and Behavioral Mental Health Treatments for Adults
 - SW 874 Aging and Health Practice
 - SW 929 Social Work and Substance Use Disorders

** if two psychopathology courses are taken, one may count toward 2.B. requirement*
3. Statues require that "...field training must be in a primary clinical setting and must include at least two semesters of field placement where more than 50% of the practice is to assess and treat interpersonal and intrapsychic issues in direct contact with individuals, families or small groups." This requirement is generally met through the Mental Health Field Unit.
4. After graduation become certified as an Advanced Practice Social Worker (CAPSW).
5. After graduation and certification, engage in 3000 hours of "clinical" practice including at least 1,000 hours of face-to-face client contact under an approved supervisor.
6. Pass the LCSW Exam

State of Minnesota: Effective August 1, 2011, those who wish to be licensed as an Independent Clinical Social Worker (LICSW) in Minnesota must, after graduating with their MSW, obtain a LGSW, practice under supervision and document 360 clock hours in six clinical knowledge areas. Please see [our Social Work Certification and Licensure website](#) for more information.

APPENDIX II: State of Wisconsin Requirements for School Social Work License

Applicants for licensure as a School Social Worker in the State of Wisconsin must meet the following requirements:

1. Curriculum & Course Requirements

Foundation Year Courses or Equivalent (from other accredited schools of social work)

Required Course Sequences

Social Welfare Policies & Services
Human Behavior & Social Environment
Social Work Practice
SW Research
Field & Int. Seminars I & II

UW-Madison Courses for School SW License

605 & SW 606
SW 710, SW 711 & SW 612
SW 441 & 442
SW 650
SW 400/401 Human Services; Child & Family Welfare; or other placements with children and youth

Children, Youth and Family Welfare Focus Area with School Social Work Sub-focus

MSW Requirements

Specialization Advanced Practice Course
Specialization Policies & Services Course
Specialization Field & Int. Seminars III & IV
Advanced Macro Practice Elective
Elective
Elective
Elective

UW-Madison Courses for School SW License

SW 741
SW 920 or 921
SW 800/801 SW in Educational Settings
SW 840
SW 644
SW 646
SW 815 SW Practice in Schools I

2. Portfolio

Applicants for certification must demonstrate “proficient performance in the knowledge, skills and dispositions” of the following three areas by means of a Portfolio they keep.

- 8 School Social Worker Standards
- 7 Pupil Services Standards
- 10 Teacher Standards

Examples of evidence are: course syllabi, major course assignments (papers or other graded written work); written field evaluations from faculty and supervisors. May also include any documented outcomes from workshops and conferences relevant to the three areas.

3. MSW Degree

Effective November, 2014