Part-Time Advanced Standing MSW Program

Program Guide
2024 – 2025

School of Social Work Building
1350 University Avenue
Madison, WI 53706
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Welcome

Welcome to the University of Wisconsin-Madison Sandra Rosenbaum School of Social Work’s Part-Time Master of Social Work Program! We are pleased you have chosen to join our program. The information here will help ensure a successful academic year.

Entering a graduate program has many rewards in addition to your Master of Social Work (MSW) degree. You will gain new knowledge, develop new skills, and find new friends. Confidence in yourself as a social worker will grow. After you earn your MSW degree new opportunities in your chosen profession will await you.

Graduate school will also have its challenges. Some of the most common struggles are finances, school/family balance, employment, social expectations, self-expectations, and unexpected personal or family crises. Of great concern to the School’s faculty, advisors and staff is your awareness of the curriculum, performance in the MSW program, and general well-being. During your time in the MSW program seek out family, friends, fellow students, faculty and advisors for support and guidance.

MSW Program Mission and Goals

Program Mission

Guided by the core values of the social work profession and grounded in the advanced generalist practice framework, the MSW program mission is to provide social work education that will nurture competent, ethical autonomous social work professionals committed to scientific inquiry, evidence-based practice, respect for human diversity, the promotion of human and community well-being, human rights, and social, economic, and environmental justice.

We aim to cultivate skilled social work professionals and social change leaders capable of creating and advancing knowledge and addressing complex pressing social problems via multimethod and multilevel approaches.

Program Goals

Derived from the MSW program mission and context, the program goals are to:

- Provide an MSW curriculum that builds on a liberal arts base, grounded in a person-in-environment, empowerment, and strengths perspective that promotes the values, ethics, and purposes of the profession.

- Prepare students for generalist and autonomous advanced generalist practice that is transferable across diverse contexts, locations, and problems by providing knowledge, values, and skills training regarding:
  - Populations and related social problems/issues;
  - Social, health, and/or human services systems and policies;
o Systems of oppression, privilege, and power;
o Multilevel and multimethod approaches based on scientific inquiry and best practices;
o Ethical advocacy and social, economic, and environmental justice;
o Reflective leadership;
o Research-informed practice, and practice and program evaluation methods that contribute to the profession’s knowledge base.

- Develop and maintain an inclusive environment that will attract, nurture, and support diversity within the School, among students, faculty, and staff.

- Cultivate and maintain partnerships with a variety of social, health and/or human service organizations to provide meaningful field experiences and supervision while respecting and contributing to their respective mission.

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.

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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 justice-seeking interventions due to the multidimensionality of their problem-setting and a self-reflective stance” (Lavitt, 2009, p. 470). 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). 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).

- **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).

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Professional School Behavior & Performance Expectations

The MSW is an advanced professional degree. Social work professionals adhere to the NASW Code of Ethics in all aspects of practice. As people preparing for professional practice, you will find that adherence to the Code begins now and continues throughout your educational experience here. We expect students in our School to comply with standards through appropriate professional behavior and demeanor in classroom settings, field placement settings, and group meetings and in interactions with faculty, instructors, advisors, and staff and with each other. More information about professional and respectful behavior is found on the Student Rights and Responsibilities page.

Reporting Issues

At the Sandra Rosenbaum School of Social Work, we are committed to creating a safe and supportive environment for all. We want to know if you have concerns about your time with us, and we know it can sometimes be hard to figure out who to talk to about both your larger and smaller concerns. But we encourage you to let us know! There are many types of concerns or issues that could arise. Many of these issues can be resolved within the school, and other issues need to be resolved at the college (L&S) or university level (i.e., Office of Student Assistance and Support, Graduate School, Office of Community Conduct and Standards).

The following are some general guidelines for reporting different types of concerns or issues. But really, we encourage you to talk to any faculty, staff, or administrator to get support in figuring out next steps.

Concerns about an individual’s behavior (student, staff, or faculty)

If the issue is about sexual assault, sexual harassment, stalking, dating and domestic violence, or sexual exploitation, you should reach out directly to the Sexual Misconduct Resource and Response Program (formerly called the Title IX Program), which is overseen by the Title IX Coordinator. At UW-Madison, only this program can conduct investigations related to sexual misconduct. While faculty or staff in the school can support you in accessing resources, any information individuals or the school receives about sexual misconduct must be provided to the Sexual Misconduct Resource and Response Program. See more information on the sexual misconduct web page for more information and a list of supports.

Issues of hate and bias

The University of Wisconsin-Madison and the Sandra Rosenbaum School of Social Work are committed to creating a safe and supportive environment for all people. We value a diverse community where all members are able to fully participate in the Wisconsin Experience. Incidents of bias or hate can impact individuals and groups and negatively impact safety, wellbeing, and quality of learning. UW-Madison and the Sandra Rosenbaum School of Social Work take such incidents seriously and will respond to reported or observed incidents of bias or hate. If you experience or observe such an incident, you can start by talking to a faculty member, staff member, or administrator in the school. The university also has a direct way to report Incidents of
bias or hate confidentially or anonymously. UW-Madison takes such incidents seriously and will respond appropriately to reported or observed incidents of bias or hate. The Office of Student Assistance and Support has a form where people can directly report experiences of hate or bias. These reports can be anonymous, but it is easier for them to follow up on the incident if you provide your name for them to reach out to you confidentially.

If you want to talk to someone in the school, you can pick a faculty, staff, or administrator you trust who can point you to the best person to talk to in the school for consultation and support. Generally, these situations will end up being addressed within the school by the Director of the School, Associate Director of the School, Director of the Part-time MSW Program, Director of Field Education, and elevated to higher levels in the university as appropriate. In addition to support within the school, the university provides campus-wide resources for additional support including the Office of Student Assistance and Support, Multicultural Student Center, Gender and Sexuality Campus Center, International Student Services, Office of Conduct and Community Standards, and the Veterans Services and Military Assistance Center.

Regarding all other types of concerns that might arise with another individual in the school, as a School of Social Work, we believe that it is generally best practice to raise concerns about an individual with that individual first. If a student needs support in bringing a concern to an individual, they can work with their advisors, a faculty member, or the Office of Student Assistance and Support. An example might be a concern about something happening in a classroom, in a student organization, or with an advisor.

However, sometimes a concern is one where you don’t feel safe talking directly with that individual. In this case, students can bring their concern to an advisor for advice on who to talk with or bring their concern to the appropriate school administrator directly. For most issues, here is a list of the school administrators to talk with about concerns within specific programs (names of current folks in those roles can be found in the Faculty and Staff Directory):

- Doctoral Program: Doctoral Director
- Full-Time MSW Program and undergraduate programs: Associate Director
- Full-Time MSW Program and BSW Field: Director of Field Education
- Part-Time MSW Program: Director of the Part-Time Program
- Part-Time MSW Program Field: Director of Field Education

If your concern involves one of these administrators, you should reach out to the Director of the School. If you don’t feel comfortable doing that, you can reach out to the Office of Student Assistance and Support for consultation and support, or to the Associate Dean for the Social Sciences in L&S.

The university also has an Office of Student Conduct and Community Standards. Here you will find forms to report instances of student academic and non-academic misconduct. You can fill out this form directly, or if you talk to someone in the School of Social Work about your concern, they may advise you to fill out this form, depending on the circumstance, to receive additional attention and support regarding the issue. Academic misconduct may involve questions of academic integrity which include honesty, trust, fairness, respect, and responsibility. Some examples of academic misconduct include, plagiarism, cheating, copying homework, and stealing an exam or course materials. Non-academic misconduct includes things like hate, bias, hazing, or other issues that may work against the university’s living and learning environment that is safe
and free from violence, harassment, fraud, theft, disruption, and intimidation. If a report is made to the Office of Student Conduct and Community Standards, it is investigated and this office ensures that students receive due process and fair treatment throughout the investigation and hearing process.

**Concerns about an issue not related to an individual**

Sometimes you might have a concern about the school or program generally, or other concerns not specifically related to an individual. Generally, here is a list of who to talk with about concerns within specific programs or for specific issues (names of current folks in those roles can be found in the Faculty and Staff Directory):

- Doctoral Program: Doctoral Director
- Full-Time MSW Program and undergraduate programs: Associate Director
- Full-Time MSW Program and BSW Field: Director of Field Education
- Part-Time MSW Program: Director of the Part-Time Program
- Part-Time MSW Program Field: Director of Field Education
- Concerns about the building: Department Administrator
- Concerns about staff or faculty: Director of the School
- Concerns about the Director of the School: Associate Dean for Social Sciences in L&S

The School of Social Work Academic **Grievance Policy and Procedures** provides a process for students to address concerns that arise when a student believes they have been treated unfairly academically. Alleged unfair treatment may be related to course grades, field seminar and placement, classroom treatment and other academic concerns.

If you experience a physical or digital accessibility barrier, you can report this to a faculty member in the school, and/or fill out the university’s **Accessibility Barrier Reporting Form** or go to the **Office of Compliance** website.

In sum, if you have an issue that arises within the school, we want to know about it! But if you feel uncomfortable talking with someone in the school, you have other avenues, particularly the **Office of Student Assistance and Support**.

**Advising**

The Sandra Rosenbaum School of Social Work offers both academic and professional advising to students. Students are not assigned individual faculty advisors.

**Academic Advising**

There is a specific academic advisor for Part-Time Program students who assists students with tracking academic requirements, understanding academic policies and procedures, and with other issues students may encounter that impede academic progress. We encourage students to meet with your Academic Advisor on a regular basis:

**Anna Gorman**; School of Social Work Building room 225. Email: anna.gorman@wisc.edu.

Appointments can be made via the **Advising Appointments website**.
Common Reasons to Meet with an Academic Advisor

- Receive information regarding Certification and Licensure;
- Confer with course selection;
- Discuss alternatives within the program;
- Receive referral and support services for information;
- Assist with career resources;
- Process of selecting a focus area;
- Receive clarification of School Social Work and Graduate School policies and procedures.

Professional Advising

Faculty (field faculty, focus area chairs, classroom faculty, and agency supervisors) through classroom and field experiences contribute to students’ professional advisement relative to knowledge and skills in areas of study or fields of practice and professional practice roles. Faculty are a great resource for careers in social work related to their fields of expertise.

First Things First

Activate Your Net ID

The Graduate School and the Sandra Rosenbaum School of Social Work require you to activate your Net ID. You will need your 10-digit student campus ID number provided in your Graduate School acceptance letter. The Net ID and password are needed to access many campus applications and services, including “MyUW,” Web Enrollment, and Office 365 for email. For assistance with activating your Net ID go to the UW Knowledge Base (Net ID – Activating your account) or contact the DoIT Help Desk (608.264.4357 or help@doit.wisc.edu).

NOTE: You need to activate your Net ID before you activate your email account.

Activate Your UW-Madison E-mail Account

The UW issues a free email account for use throughout the time a student is enrolled for classes at the University. The UW email account is the mechanism for formal communication between university faculty and staff with students. If you are a new student at the University of Wisconsin-Madison, you set up your email account after enrolling in courses.

You activate your account from the My NetID link in MyUW. More information can be found on the UW Knowledge Base (NetID – Modifying your account).

NOTE: If you were enrolled in a class or completed your degree at UW-Madison in the most recent spring term, your wisc.edu email account would still be active and you do not need to create a new account.

SWIMS (Social Work Information Management System)

The admissions letter and checklist, sent by your advisor, directs students to submit critical documents to the School through SWIMS:

- Confirmation Response Form
• Statistics Prerequisite Documentation Form  
• NASW Code of Ethics  
• School of Social Work Plagiarism Policy  
• Students Rights and Responsibilities  
• Duty to Disclose and Consent to Release of Information  
• Exemption Declaration Form

Please be sure to follow all instructions and timelines for completing each item.

Register for Classes

After matriculation into the Graduate School, newly admitted Advanced Standing students can enroll for the summer course, SW 612 Psychopathology for Generalist Social Work, if not exempted.

You will receive an email invitation to enroll in classes at the e-mail address you provided on your Graduate School application. Enrollment information is available on the Office of the Registrar’s website. Once on the Registrar’s website, the “Enrollment” page will assist you in learning more about this process. In subsequent semesters this information will be found in your “My UW” Student Center.

The 2024-25 academic year courses available to Part-Time MSW Program students can be viewed on curriculum guides located in the appendix of this guide.

Part-Time MSW Program students cannot enroll in other campus graduate programs. All MSW requirements must be met by taking courses in the Part-Time MSW Program. You must consult with an advisor before taking any coursework outside of the Part-Time MSW Program.

Obtain Your Wiscard (UW-Madison Photo ID Card)

Wiscard is your official UW-Madison identification card and you obtain it at the Wiscard Office. It provides access to libraries, recreation facilities and other campus services. It is also a campus-wide debit card program, which turns your University ID into a debit card.

To be eligible for an ID card, a student must be enrolled in classes and be able to present another form of photo identification. Students who do not intend to use the Madison campus facilities where an ID might be required do not need to obtain an ID card.

Part-Time MSW Program Curriculum

Hybrid Program

The Part-Time MSW Program has a hybrid program structure, which consists of a mix of blended courses and online courses. Students should plan to be on campus each semester and be available each Saturday for class.

Blended courses are designed with alternative online learning and in-person sessions. In-person sessions take place every other Saturday on our Madison campus. Years 3 (or Year 1 advanced standing) and Years 4 (or Year 2 advanced standing) meet in person on the even weeks of the
semester (weeks 2, 4, 6, etc.). **Online/Remote** weeks may be synchronous and/or asynchronous, depending on the course and instructor.

**Online courses** are held asynchronous and/or synchronous (often a mix of both).

Please see [course search & enroll](#), your [course syllabus](#), or the plans of study in Appendix C-D for more information.

**Plans of Study**

The MSW Program curriculum is outlined in the Plans of Study (*see Appendix C & D*). Courses are taken sequentially. The Generalist Practice courses must be completed before the Advanced Generalist Specialization courses are taken.

**2-Year Plan:** Students who have earned a BSW within the past five years from a Council on Social Work Education (CSWE) accredited program complete a Two-Year Plan of Study in the Advanced Generalist Specialization. Students may also select one of the two areas of focus or choose to not have a focus area.

**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.

The social work knowledge, values, skills, and cognitive and affective processes embedded in the specialization competencies and demonstrated advanced generalist behaviors are acquired through the following **required** courses:

- Advanced practice (area focused)
- Policies and services (area focused)
- Advanced Macro Practice
- Advanced Generalist Specialization Field Placement & Integrative Seminars III & IV (area focused)

**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. Child, Youth, and Family Welfare (CYFW)
2. Mental Health (MH)

**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 taken as an elective (content or practice) and a field placement in the sub-focus area and does not add additional course requirements.

Current sub-focus areas are:
- CYFW: 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.

Field Education
The Sandra Rosenbaum School of Social Work offers over a dozen field units with placements in over 100 agencies throughout Dane County as well as some in neighboring States. Field placement options in your home community are done in consultation with the Director of Field.

- Advanced Practice Specialization students complete their field placement in Year 2 of the program.
  - Students are placed in an agency for the entire academic year
  - Students complete a total of 640 hours which averages to 20 hours per week at their placement sites and 2.5 hours in their field seminar.

For complete details about the field program and how it operates please see the Field Handbook on our Student Resources website.

Research Options

**Independent Study (Social Work 799):** Students interested in exploring an area of research in-depth can do so in a one semester Independent Study. The Independent Study is supervised by a faculty member and can count as one of your electives. If you are interested in this option, please first contact an academic advisor to learn what steps are needed to set up and complete an Independent Study.

How much time should I expect to allot for classes and studying each week?

The U.S. Department of Education regulations include a federal definition of a credit hour. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than: One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester.

**UW-Madison’s Policy on the Credit Hours:**

2 credit course: 2 hours in class + 4 hours outside classroom work = a minimum of 6 hours total academic work per week
3 credit course: 3 hours in class + 6 hours outside classroom work = a **minimum** of 9 hours academic work per week

Students in field should refer to the [Field Program FAQs](#) for information on how much time is spent in field placement during field years.

## Focus in Child, Youth & Family Welfare

<table>
<thead>
<tr>
<th>Required</th>
<th>CYF Relevant Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Practice</td>
<td>• SW 744 Issues in Developmental Disabilities</td>
</tr>
<tr>
<td>Policies and Services</td>
<td>• SW 646 Child Abuse and Neglect</td>
</tr>
<tr>
<td>Macro Practice</td>
<td>• SW 656 Family Practice in Foster and Kinship Care</td>
</tr>
<tr>
<td>Electives</td>
<td>• SW 742 Assessing and Treating Children and Adolescents</td>
</tr>
<tr>
<td>Field Units</td>
<td>• SW 825 Grief, Death, Loss and Life</td>
</tr>
<tr>
<td></td>
<td>• SW 842 Consultation and Supervision in SW</td>
</tr>
</tbody>
</table>

### Advanced Practice
- SW 741 Interventions with Children, Youth and Families

### Policies and Services
- SW 920 Child, Youth and Family Policies and Services

### Macro Practice
- SW 840 Advanced Macro

### Electives
- MUST TAKE THREE

### Field Units
- SW Practice Public and Private Child Welfare & Educational Settings

### CYF Relevant Electives
- SW 874 Aging and Health Practice

### Sub-focus in Child Welfare
- SW 646 Child Abuse and Neglect
- SW 656 Family Practice in Foster and Kinship Care
- SW 842 Consultation and Supervision in SW

### Sub-focus in Health & Aging
- SW 644 Issues in Developmental Disabilities
- SW 646 Child Abuse and Neglect
- SW 815 Social Work Practice in Schools I
- **OPTIONAL ELECTIVE:** SW 817 Social Work Practice in Schools II

### Sub-focus in School Social Work
- 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
### Focus in Mental Health

<table>
<thead>
<tr>
<th>Required</th>
<th>Mental Health Relevant Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Practice</td>
<td>• SW 712 Psychopathology for SW Practice in Mental Health</td>
</tr>
<tr>
<td>Policies and Services</td>
<td>• SW 742 Assessing and Treating Children and Adolescents</td>
</tr>
<tr>
<td>Macro Practice</td>
<td>• SW 870 Cognitive and Behavioral Mental Health Treatments for Adults</td>
</tr>
<tr>
<td>Electives</td>
<td>• SW 929 Social Work and Substance Use Disorders</td>
</tr>
<tr>
<td>Field Unit</td>
<td>• SW 929 Social Work and Substance Use Disorders</td>
</tr>
</tbody>
</table>

#### Sub-focus in Substance Use Disorders
- • SW 929 Social Work and Substance Use Disorders
- • SW 874 Aging and Health Practice
- • SW 664 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*

<table>
<thead>
<tr>
<th>Required</th>
<th>Field Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced Practice (choose one)</strong></td>
<td>Students opting for no focus may express a preference for a field of practice; final decision on field placement is made by Associate Director of Field Education</td>
</tr>
<tr>
<td>• SW 835 Advanced Practice in Mental Health</td>
<td>• SW 644 Issues in Developmental Disabilities</td>
</tr>
<tr>
<td>• SW 840 Advanced Macro Practice</td>
<td>• SW 646 Child Abuse and Neglect</td>
</tr>
<tr>
<td>Policies and Services (choose one)</td>
<td>• SW 656 Family Practice in Foster and Kinship Care</td>
</tr>
<tr>
<td>• SW 836 Mental Health Policies and Services</td>
<td>• SW 712 Psychopathology for SW Practice in Mental Health</td>
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<tr>
<td>• SW 920 Child, Youth and Family Policies and Services</td>
<td>• SW 742 Assessing and Treating Children and Adolescents</td>
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<tr>
<td>Macro Practice</td>
<td>• SW 815 Social Work Practice in Schools I</td>
</tr>
<tr>
<td>• SW 840 Advanced Macro Practice</td>
<td>• SW 825 Grief, Death, Loss and Life</td>
</tr>
<tr>
<td>Electives</td>
<td>• SW 842 Consultation and Supervision in Social Work</td>
</tr>
<tr>
<td>• MUST TAKE THREE</td>
<td>• SW 870 Cognitive and Behavioral Mental Health Treatments for Adults</td>
</tr>
<tr>
<td></td>
<td>• SW 929 SW and Substance Use Disorders</td>
</tr>
</tbody>
</table>
Statistics, Other Exemptions & Advanced Standing

Decisions about exemptions are made by faculty based on information provided on the Exemption Declaration Form (in SWIMs) or through passage of an exemption exam(s). When a course is evaluated as equivalent or a student passes an exemption exam, the student receives the exemption which means you do not need to take the course, nor do you have to “make up” the credits.

Statistics Prerequisite Requirement

Incoming MSW students are required to have completed an approved statistics course before starting the program in the fall. Students must demonstrate that they have completed an appropriate equivalent course that meet the criteria outlined on the MSW Application Prerequisites page. You must complete the Statistics Prerequisite Documentation Form available via SWIMS to demonstrate they have met the statistics requirement. If you have not yet completed the stats prerequisite, we are offering SW 705 Basic Statistics for Social Work in the Summer Bridge term.

Advanced Standing for BSWs

All students admitted to the Advanced Standing program have a BSW from a Council on Social Work Education (CSWE) accredited school of social work and are automatically granted advanced standing. Advanced standing means that you have met generalist competencies and are exempt from all Generalist Practice courses EXCEPT for SW 612 Psychopathology in Generalist Practice. Students may seek exemption from SW 612 by using:

- the Exemption by Course Review process (if an equivalent course was taken), or
- the Exemption Exam process.

If not exempt, they will need to take the course. SW 612 is available in the Summer Bridge term.

Exemption by Course Review and Exemption Exam

Please review the Exemption Process page on our website for detailed information about available exemption options and criteria.

Students should note that a maximum of 7 credits can be granted for exemptions by course review. Exemptions by exam may exceed that maximum. Not all courses are available for exemption by course review, and not all courses are available for exemption exam.

Summer Bridge Term

If you:

- Have not taken a generalist course in psychopathology; OR,
- You have not taken or completed an approved Statistics course with a passing grade.

Then, you should take these courses in the Summer Bridge Term prior to starting the program in the fall.

- Psychopathology for Generalist Social Work Practice (SW 612)
- Basic Statistics for Social Work (SW 705)
Core Social Work Competencies

The curriculum aims are to prepare MSWs as 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, organization, and community level. To achieve these aims, the curriculum is built around nine core competencies listed below:

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

These professional competencies are demonstrated through the following program learning outcomes that are met through the core program curriculum:

1. Demonstrate autonomous ethical and professional practice with appropriate use of consultation and supervision.
2. Analyze US systems of oppression and their impact on the social welfare system; apply across micro, mezzo, and macro practice.
3. Engage in advanced practices to continually further human rights and social, racial, economic, and environmental justice.
4. Demonstrate advanced knowledge, critical reflection, and analytic skills that inform anti-oppressive and anti-racist practice.
5. Evaluate and apply research to inform practice and use practice experiences to inform research in a variety of practice areas.
6. Demonstrate policy practice skills across micro, mezzo, and macro levels.
7. Demonstrate advanced knowledge and skills in engaging, assessing, intervening, and evaluating practice with individuals, families, groups, organizations, and communities.

Student Involvement & Student Organizations

Students are invited to join social work or UW-Madison student organizations, organize their own student organizations (visit the Center for Leadership and Involvement for more information), and to join standing committees of the Sandra Rosenbaum School of Social Work. More information about active social work student organizations can be found on the School’s Student Involvement page, along with information about School’s committees and how to get involved. Please speak to your academic advisor for more information on how to access these meetings remotely.
Grading

Below is a grading scale used by many social work instructors for classroom courses. Field courses use a similar scale.

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding, surpasses requirements in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>A/B</td>
<td>Surpasses requirements in many areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets requirements in all areas</td>
</tr>
<tr>
<td>76-81</td>
<td>B/C</td>
<td>Meets requirements in some areas, below in others</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below requirements in most areas, not acceptable Graduate work</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below requirements in all areas, not acceptable Graduate work</td>
</tr>
<tr>
<td>&lt;=63</td>
<td>F</td>
<td>Fails to meet minimal requirements in all areas, not acceptable graduate work</td>
</tr>
</tbody>
</table>

Other grades excluded from the GPA calculation are grades of:

- S or U (Satisfactory or Unsatisfactory) in courses taken on the Pass/Fail basis
- Cr or N (Credit or No Credit) in courses offered on a Credit/No Credit basis
- DR (Dropped), indicates the course was dropped.
- I (IN for Cr/N Courses) (Incomplete), a temporary grade used when work is not completed during a term.
- EI (Extended Incomplete), a temporary grade for an extended time limit to remove an Incomplete.
- PI (Permanent Incomplete), a permanent grade replacing an Incomplete incurred in a student's last semester in residence and not removed within five years.
- NR (No Report), indicates that a grade was not submitted by the instructor. Has no net effect on GPA.
- NW (No Work)..."should be used for students who enroll in a course and then never attend. 'No Work' in this context means that the instructor has no evidence that the student ever attended, in that no course work was ever submitted. Any student who does attend for part of the semester, and then stops participating should be given a grade of 'F' unless there are grounds for assignment of a grade of 'I' (Incomplete)."
- P (Progress), a temporary grade used for courses extending beyond one term. The final grade determines the grade for each term and replaces P grades for the course.
- Q (Question on Credits), a temporary grade used during grade reporting to indicate a credit problem. A Q grade may be represented on a grade report as "?."
Satisfactory Progress Criteria

Overall Graduate GPA requirement is 3.00.

Grades of C are accepted only if they are offset by an equal number of credits of A. Students who receive more than two grades of C or a grade of D or F will be dropped from the MSW Program. Candidates who receive a grade of C in the Field and Integrative Seminar courses may continue only with permission of the faculty and may not offset the grade with a grade of A. (This policy does not apply to grades received for courses taken to meet the Statistic prerequisite while in the program). Refer to the Field Education Handbook for more details about grades in Field.

Probation Policy

In any given semester in which the GPA falls below 3.0 the Graduate School will place you on probation. The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or Incomplete in a graduate course (300 or above), or grade of U in research credits. This review could result in academic probation with a hold on future enrollment or in being suspended from the Graduate School.

Withdrawal from UW-Madison

Students may need to withdraw from the program for a variety of reasons. Withdrawal indicates that a student intends to stop attending classes for the current semester. Submission of a withdrawal request in MyUW Student Center is required between the first and last day of the semester, when a student wishes to drop all classes in which he or she is enrolled for the current semester. The electronic withdrawal process will not require submission of a signed paper form. Instead, students will submit withdrawal requests via MyUW Student Center, and the requests are then routed electronically to the Graduate School for review. Approval from the Graduate School is required before a graduate student is formally withdrawn from the semester.

Students who withdraw from the Part-Time MSW program without having completed at least six (6) credits must reapply for admission to the program. If you are considering withdrawal, please contact an academic advisor.

Access and Accommodations in Instruction for Students with Disabilities

The University of Wisconsin-Madison and the Sandra Rosenbaum School of Social Work are committed to providing an accessible, accommodating, and supportive teaching and learning environment. The University has programs, resources and policies designed to assist students with disabilities to be successful in their education. McBurney Disability Resource Center is very helpful. Please start by contacting an academic advisor.
Career Development Resources

The Sandra Rosenbaum School of Social Work often provides to our MSW program students opportunities to prepare for the professional work environment.

Faculty, instructors, former students, and community practitioners present on topics drawn from recent research, new practice techniques, certification and licensing requirements, and preparing for a career in social work. Instruction may be delivered via lecture, seminar, workshop, mentoring, and book/journal article discussion.

Watch past recordings on the Sandra Rosenbaum School of Social Work’s YouTube channel. A YouTube account is not necessary to view content. The account is moderated by the Sandra Rosenbaum School of Social Work.

Students are encouraged to meet individually with an advisor or faculty in their areas of expertise to discuss career related issues. The College of L&S SuccessWorks office provides Career Advising for undergraduate and graduate students. In addition, the Writing Center is available to assist graduate students with cover letters and resumes in individual sessions and workshops. The Graduate School also sponsors professional development events. In addition, the Morgridge Center for Public Service offers a Public Service Fair twice a year, which provides students the opportunity to connect with local, state and national nonprofit agencies.

Professional Social Work Credentials & Continuing Education

Social Workers are not credentialed in the same way in every state and/or the same way in specific areas of practice such as School Social Work. In Wisconsin “certification” is a legal status required to use the title "Social Worker," and “licensure” is necessary to practice clinical and school social work. To learn more about the requirements for these processes as well as requirements for continuing education post-degree, please review information on the Social Work Certification and Licensure website.

Those interested in State certification and licensure will also want to review the information found in Appendix A. Those interested in licensure as a School Social Worker in Wisconsin will want to review the information in Appendix B.

For information about license requirements in other states visit the Association of Social Work Boards (ASWB) website. Look for the topic “Moving to another state or province” for more information about another state’s requirements. For school social work requirements, consult with the individual state’s department of education websites.

School Communication Mechanisms

Goggle Group (email distribution list)

We have established a list-serve for our social work students in the MSW programs. The purpose of this email distribution list is to disseminate information to the social work community (students, faculty, staff and others) about job openings, seminars and other events of interest.
Social Media: Facebook, Instagram, and YouTube

Connect with the School on Facebook and Instagram for news, announcements, and updates. Watch lectures, workshops, and clips about social work on our YouTube channel.

Other Information

Assistantships and Financial Aid

Graduate Assistantships

Per university policy, 131 students (which includes the Part-Time Program) are permitted to hold TA/RA/PA positions (including those above 33%) but will not receive the tuition remission that is typically part of the compensation package for a graduate assistantship.

Financial Aid

Contact the UW-Madison Office of Student Financial Aid for information on financial aid and how to apply. A Part-Time MSW student must carry a minimum of four (4) credits and no more than seven (7) credits during fall and spring semesters to be eligible to apply for aid. For the summer semester, the minimum is calculated depending on course load and how many weeks a course is held. You are encouraged to consider your entire academic credit load for a full year when considering a financial aid award. Students should make sure they have enough financial aid to cover summer classes. We strongly recommend students talk to the Office of Student Financial Aid to create a financial aid plan that will meet your needs. If you are a veteran or a spouse or child of a veteran, please contact the Veterans’ Services for information on benefits as a Part-Time MSW student.

Writing Center and Use of APA

The Writing Center is a valuable resource for students. The Center in Madison offers many of their supportive services electronically, so it is a resource for students no matter where you live. In addition, the UW-Madison Part-Time MSW classes require that all students use the American Psychological Association’s (APA) style for writing and formatting their papers. Please allow enough time for the Writing Center to review your submitted work.

Library

The Virginia Franks Memorial Library, more informally known as the Social Work Library is located in Room 236 of the School of Social Work and is part of the UW-Madison General Library System. The library has approximately 28,000 book titles. In addition, a special collection of approximately 350 commercial videos, DVDs, and reserved materials for your courses are available to library patrons. Library staff purchase and maintain many electronic resources including ebooks, ejournal titles, the Social Work Abstracts database, and the online Encyclopedia of Social Work. The library is equipped with ten computer workstations, printers, a desktop scanner, a copier, and a variety of study spaces. A valid student ID is required to check out library materials including laptops. You are encouraged to use this library routinely. The librarians are always willing to assist you with locating materials, etc. Please consult the website to confirm
library hours. All local and distant students have access to electronic library resources via the [main library website](#). Interlibrary loan is available to all students whether you reside in Madison or more distant locations. Your UW-Madison campus ID is used to check out materials at any UW system library across the state of Wisconsin.

**Campus Map**

[Madison campus map](#)

**Class Locations and Parking**

During each semester classes can be impacted by “Football Saturdays” and other events held on weekends on the UW-Madison campus. Students attending class will have to pay special attention to information emailed periodically regarding events and plan accordingly when driving to class. Parking lots #17, #20, and #25 are the closest campus lots to the School of Social Work building. Students may also wish to park in a Park & Ride lot away from campus and take the city bus into campus (see the [City of Madison Metro website](#)). Your Wiscard will allow you to obtain a bus pass for each semester you are enrolled giving you free access to the buses for most routes. See the [UW transportation website](#) for more information.

**Student Lounge**

Students attending can use the Student Lounge, room 201, on the second floor of the School of Social Work. There you will find vending machines, a microwave, and a refrigerator available for your use.

**Important Dates: 2024 – 2025**

**Fall 2024:**

<table>
<thead>
<tr>
<th>Week of class</th>
<th>Fall Semester Dates</th>
<th>In-person sessions meet</th>
<th>ODD/EVEN blended course in-person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Wednesday, Sept. 4 - Sunday, Sept. 8</td>
<td>Saturday 9/7</td>
<td>ODD</td>
</tr>
<tr>
<td>Week 2</td>
<td>Monday, Sept. 9 - Sunday, Sept. 15</td>
<td>Saturday 9/14</td>
<td>EVEN</td>
</tr>
<tr>
<td>Week 3</td>
<td>Monday, Sept. 16 - Sunday, Sept. 22</td>
<td>Saturday 9/21</td>
<td>ODD</td>
</tr>
<tr>
<td>Week 4</td>
<td>Monday, Sept. 23 - Sunday, Sept. 29</td>
<td>Saturday 9/28</td>
<td>EVEN</td>
</tr>
<tr>
<td>Week 5</td>
<td>Monday, Sept. 30 - Sunday, Oct. 6</td>
<td>Saturday 10/5</td>
<td>ODD</td>
</tr>
<tr>
<td>Week 6</td>
<td>Monday, Oct. 7 - Sunday, Oct. 13</td>
<td>Saturday 10/12</td>
<td>EVEN</td>
</tr>
<tr>
<td>Week 7</td>
<td>Monday, Oct. 14 - Sunday, Oct. 20</td>
<td>Saturday 10/19</td>
<td>ODD</td>
</tr>
<tr>
<td>Week 8</td>
<td>Monday, Oct. 21 - Sunday, Oct. 27</td>
<td>Saturday 10/26</td>
<td>EVEN</td>
</tr>
<tr>
<td>Week 9</td>
<td>Monday, Oct. 28 - Sunday, Nov. 3</td>
<td>Saturday 11/2</td>
<td>ODD</td>
</tr>
<tr>
<td>Week 10</td>
<td>Monday, Nov. 4 - Sunday, Nov. 10</td>
<td>Saturday 11/9</td>
<td>EVEN</td>
</tr>
<tr>
<td>Week 11</td>
<td>Monday, Nov. 11 - Sunday, Nov. 17</td>
<td>Saturday 11/16</td>
<td>ODD</td>
</tr>
<tr>
<td>Week 12</td>
<td>Monday, Nov. 18 - Sunday, Nov. 24</td>
<td>Saturday 11/23</td>
<td>EVEN</td>
</tr>
</tbody>
</table>
**Week off for Thanksgiving** | **Monday, Nov. 25 - Sunday, Dec. 1** | **Saturday 11/30** | **n/a**
---|---|---|---
Week 13 | Monday, Dec. 2 - Sunday, Dec. 8 | Saturday 12/7 | ODD
Week 14 | Monday, Dec. 9 - Sunday, Dec. 15 | Saturday 12/14 | EVEN

Spring 2025:

<table>
<thead>
<tr>
<th>Week of class</th>
<th>Spring Semester Dates</th>
<th>In-person sessions meet</th>
<th>ODD/EVEN hybrid course in-person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Tuesday, Jan. 21 - Sunday, Jan. 26</td>
<td>Saturday 1/25</td>
<td>ODD</td>
</tr>
<tr>
<td>Week 2</td>
<td>Monday, Jan. 27 - Sunday, Feb. 2</td>
<td>Saturday 2/1</td>
<td>EVEN</td>
</tr>
<tr>
<td>Week 3</td>
<td>Monday, Feb. 3 - Sunday, Feb. 9</td>
<td>Saturday 2/8</td>
<td>ODD</td>
</tr>
<tr>
<td>Week 4</td>
<td>Monday, Feb. 10 - Sunday, Feb. 16</td>
<td>Saturday 2/15</td>
<td>EVEN</td>
</tr>
<tr>
<td>Week 5</td>
<td>Monday, Feb. 17 - Sunday, Feb. 23</td>
<td>Saturday 2/22</td>
<td>ODD</td>
</tr>
<tr>
<td>Week 6</td>
<td>Monday, Feb. 24 - Sunday, March 2</td>
<td>Saturday 3/1</td>
<td>EVEN</td>
</tr>
<tr>
<td>Week 7</td>
<td>Monday, March 3 - Sunday, March 9</td>
<td>Saturday 3/8</td>
<td>ODD</td>
</tr>
<tr>
<td>Week 8</td>
<td>Monday, March 10 - Sunday, March 16</td>
<td>Saturday 3/15</td>
<td>EVEN</td>
</tr>
<tr>
<td><strong>off for Spring Recess</strong></td>
<td><strong>Monday, March 17 - Sunday, March 23</strong></td>
<td><strong>Saturday 3/22</strong></td>
<td><strong>n/a</strong></td>
</tr>
<tr>
<td>Week 9</td>
<td>Monday, March 24 - Sunday, March 30</td>
<td>Saturday 3/29</td>
<td>ODD</td>
</tr>
<tr>
<td>Week 10</td>
<td>Monday, March 31 - Sunday, April 6</td>
<td>Saturday 4/5</td>
<td>EVEN</td>
</tr>
<tr>
<td>Week 11</td>
<td>Monday, April 7 - Sunday, April 13</td>
<td>Saturday 4/12</td>
<td>ODD</td>
</tr>
<tr>
<td>Week 12</td>
<td>Monday, April 14 - Sunday, April 20</td>
<td>Saturday 4/19</td>
<td>EVEN</td>
</tr>
<tr>
<td>Week 13</td>
<td>Monday, April 21 - Sunday, April 27</td>
<td>Saturday 4/26</td>
<td>ODD</td>
</tr>
<tr>
<td>Week 14</td>
<td>Monday, April 28 - Sunday, May 4</td>
<td>Saturday 5/3</td>
<td>EVEN</td>
</tr>
</tbody>
</table>

**Important Phone Numbers & Email Addresses**

*The Part-Time MSW Program staff work Tuesday – Saturday during the fall and spring semesters*

Part-Time Program Main Office.................................................................(608) 263-3576
Director: Angela Willits: awillits@wisc.edu............................................(608) 262-4630
Director of Field Education: Audrey Conn amconn@wisc.edu...............(608) 263-1032
Senior Program Coordinator: Stephanie Van Pay: srvanpay@wisc.edu.....(608) 265-4569
Academic Advisor: Anna Gorman: anna.gorman@wisc.edu...................(608) 263-3576
Social Work Virginia Franks Memorial Library......................................(608) 263-3840
University Financial Aid Office...............................................................(608) 262-3060
University Graduate School......................................................................(608) 262-2433
Enrollment Helpline (help@doit.wisc.edu)...............................................(608) 264-4357
Appendix A: 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)
   - 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 B: 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**
   - SW 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
Appendix C: Advanced Generalist Year 3/Year 1 AS Course Offerings 2024-25

<table>
<thead>
<tr>
<th>Year THREE (Year ONE for Advanced Standing Students)</th>
<th>Spring 2025: January 25th - May 3rd (No class March 22nd)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2024:</strong></td>
<td></td>
</tr>
<tr>
<td>September 7th - December 14th</td>
<td></td>
</tr>
<tr>
<td>(No class Nov. 30th)</td>
<td></td>
</tr>
<tr>
<td><strong>Semester Break</strong></td>
<td></td>
</tr>
<tr>
<td><strong>OPTIONAL ELECTIVES:</strong></td>
<td></td>
</tr>
<tr>
<td>SW 864 (3 credits)</td>
<td></td>
</tr>
<tr>
<td>Issues in Developmental Disabilities</td>
<td></td>
</tr>
<tr>
<td><strong>ONLINE</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SW 836 (2 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>Mental Health Policies and Services</td>
<td></td>
</tr>
<tr>
<td><strong>ONLINE</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SW 835 (2 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>Advanced Practice in Mental Health</td>
<td></td>
</tr>
<tr>
<td>9:00am - 11:00am BLENDED EVEN</td>
<td></td>
</tr>
<tr>
<td><strong>Optional Elective:</strong></td>
<td></td>
</tr>
<tr>
<td>SW 644 (3 credits)</td>
<td></td>
</tr>
<tr>
<td>Issues in Developmental Disabilities</td>
<td></td>
</tr>
<tr>
<td><strong>ONLINE</strong></td>
<td></td>
</tr>
</tbody>
</table>

| **Spring 2025:**                                     |                                                        |
| January 25th - May 3rd (No class March 22nd)         |                                                        |
| **Optional Electives:**                              |                                                        |
| SW 644 (3 credits) Issues in Developmental Disabilities | ONLINE                                                |
| SW 666 (2 credits) Child Abuse and Neglect            | ONLINE                                                |
| SW 656 (2 credits) Family Practice in Foster and Kinship Care | ONLINE |
| SW 742 (2 credits) Assessing and Treating Children and Adolescents | 11:30am - 1:30pm BLENDED EVEN |
| SW 842 (3 credits) Consultation and Supervision in Social Work | 9am - 11am BLENDED EVEN |
| Health & Aging sub-focus required elective: SW 874 (2 credits) | 12:00pm - 2:00pm BLENDED EVEN |
| Substance use disorders sub-focus required elective: SW 929 (2 credits) | Social Work & Substance Use Disorders 9am-11am BLENDED EVEN |

**Students need to take a total of 3 electives to graduate. When considering your choice of electives, students should meet with an academic advisor. Another optional elective, SW 870 Cognitive and Behavioral Mental Health Treatments for Adults, will be offered in fall year 4 (or year 2 for AS students).**

**Course schedule, offerings and class format are subject to change. Classes held on Saturdays. Blended courses meet in person on EVEN weeks of the semester (week 2, 4, 5, etc) and online (remote or asynchronous) on odd weeks. Online courses may meet asynchronously or synchronously (remote via Zoom). Please see search and enroll for more information.**

05.31.14 SVF
# 2024 - 25 Plan of Study - Focus on Children, Youth and Family Welfare Year 3**

## Advanced Generalist Specialization Courses

<table>
<thead>
<tr>
<th>Year THREE</th>
<th>Fall 2024:</th>
<th>Spring 2025:</th>
<th>Summer 2025:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Year ONE for Advanced Standing Students)</td>
<td>September 7th - December 14th (No class Nov. 30th)</td>
<td>January 25th - May 3rd (No class March 22nd)</td>
<td>Dates TBD</td>
</tr>
<tr>
<td></td>
<td><strong>OPTIONAL ELECTIVES</strong></td>
<td><strong>OPTIONAL ELECTIVES</strong>:</td>
<td><strong>OPTIONAL ELECTIVES:</strong></td>
</tr>
<tr>
<td></td>
<td>SW 920 (2 credits) Child, Youth &amp; Family Policies and Services ONLINE</td>
<td>Schools Social Work sub-focus required elective: SW 644 (3 credits) Issues in Developmental Disabilities ONLINE School Social Work &amp; Child Welfare/IV-E sub-focus required elective: SW 646 (2 credits) Child Abuse and Neglect ONLINE</td>
<td>SW 712 (3 credits) Psychopathology for SW Practice in Mental Health ONLINE</td>
</tr>
<tr>
<td></td>
<td>SW 741 (2 credits) Interventions with Children, Youth and Families 9:00am - 11:00am BLENDED EVEN</td>
<td>Child welfare/IV-E sub-focus required elective: SW 656 (2 credits) Family Practice in Foster and Kinship Care ONLINE</td>
<td>SW 375 (2 credits) Self-Care: The Art and Science of Cultivating Resilience ONLINE</td>
</tr>
<tr>
<td></td>
<td><strong>OPTIONAL ELECTIVE:</strong></td>
<td>Health &amp; Aging sub-focus required elective: SW 874 (2 credits) Aging and Health Practice 12:00am - 2:00pm BLENDED EVEN</td>
<td>SW 825 (2 credits) Grief, Death, Loss, and Life ONLINE</td>
</tr>
<tr>
<td></td>
<td>SW 644 (3 credits) Issues in Developmental Disabilities ONLINE</td>
<td>Child welfare/IV-E sub-focus required elective: SW 842 (3 credits) Consultation and Supervision in Social Work 9am-11am BLENDED EVEN</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SW 929 (2 credits) Social Work and Substance Use Disorders 9am-11am BLENDED EVEN</td>
<td></td>
</tr>
</tbody>
</table>

*Students need to take a total of 3 electives to graduate. When considering your choice of electives, students should meet with an academic advisor.*

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**Course schedule, offerings and class format are subject to change. Classes held on Saturdays.**

*Blended courses meet in person on EVEN weeks of the semester (week 2, 4, 5, etc) and online (remote or asynchronous) on odd weeks.*

*Online courses may meet asynchronously or synchronously (remote via Zoom). Please see search and enroll for more information.*

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05.31.24 SVP

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**Appendix D: Advanced Generalist Year 4/Year 2 AS Course Offerings 2024-25**

<table>
<thead>
<tr>
<th>Year FOUR (YEAR TWO for Advanced Standing Students)</th>
<th>Fall 2024: September 7th - December 14th (No class Nov. 30th)</th>
<th>Spring 2025: January 25th - May 3rd (No class March 22nd)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester Break</strong></td>
<td><strong>SW 800 (5 or 6 credits)</strong>*</td>
<td><strong>SW 801 (5 or 6 credits)</strong>*</td>
</tr>
<tr>
<td></td>
<td><strong>Field Practice and Integrative Seminar III</strong></td>
<td><strong>Field Practice and Integrative Seminar IV</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Take this course one semester (fall or spring)</strong></td>
<td><strong>Take this course one semester (fall or spring)</strong></td>
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<tr>
<td></td>
<td><strong>along with 5 credits of field</strong></td>
<td><strong>along with 5 credits of field</strong></td>
</tr>
<tr>
<td></td>
<td><strong>SW 840 (2 credits)</strong></td>
<td><strong>SW 840 (2 credits)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Advanced Macro Practice</strong></td>
<td><strong>Advanced Macro Practice</strong></td>
</tr>
<tr>
<td></td>
<td><strong>12:00pm - 2:00pm BLENDED EVEN</strong></td>
<td><strong>12:00pm - 2:00pm BLENDED EVEN</strong></td>
</tr>
<tr>
<td><strong>640 total field hours</strong></td>
<td><strong>Seminar Break</strong></td>
<td><strong>320 field hours - includes Seminar IV class time</strong></td>
</tr>
<tr>
<td><strong>SW 870 (2 credits) OPTIONAL ELECTIVE</strong></td>
<td><strong>Cognitive and Behavioral Mental Health</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Treatments for Adults</strong></td>
<td><strong>Treatments for Adults</strong></td>
</tr>
<tr>
<td></td>
<td><strong>12:00pm - 2:00pm BLENDED EVEN</strong></td>
<td><strong>12:00pm - 2:00pm BLENDED EVEN</strong></td>
</tr>
<tr>
<td><strong>320 field hours - includes Seminar III class time</strong></td>
<td></td>
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</tr>
</tbody>
</table>

*SW 800/801 should equal a total of 11 credits. Choose which semester you will take 6 credits and which you will take 5 credits. It is recommended to take SW 840 the semester you plan to take 5 credits of field. See academic advisor for more information.

**Total field hours (includes both field placement hours and seminar hours) = 640 hours. Field hours are individualized. See Field Handbook.**

***Course schedule, offerings and class format are subject to change. Classes held on Saturdays. Blended courses meet in person on EVEN weeks of the semester (week 2, 4, 5, etc) and online (remote or asynchronous) on odd weeks. Online courses may meet asynchronously or synchronously (remote via Zoom). Please see search and enroll for more information.***

12.05.23 SVP
| Year FOUR  
(YEAR TWO for Advanced Standing Students) |  |  |  |  |  |
|---|---|---|---|---|---|
|  | Fall 2024:  
September 7th - December 14th  
(No class Nov. 30th) |  | Spring 2025:  
January 25th - May 3rd  
(No class March 22nd) |  |  |
|  | SW 800 (5 or 6 credits)*  
Field Practice and Integrative Seminar III  
9:00am - 11:30am BLENDED EVEN  
Take this course one semester (fall or spring) along with 5 credits of field*  
SW 840 (2 credits)  
Advanced Macro Practice  
12:00pm - 2:00pm BLENDED EVEN  
320 field hours - includes Seminar III class time |  | SW 801 (5 or 6 credits)*  
Field Practice and Integrative Seminar III  
9:00am - 11:30am BLENDED EVEN  
Take this course one semester (fall or spring) along with 5 credits of field*  
SW 840 (2 credits)  
Advanced Macro Practice  
12:00pm - 2:00pm BLENDED EVEN  
320 field hours - includes Seminar IV class time |  |

*SW 800/801 should equal a total of 11 credits. Choose which semester you will take 6 credits and which you will take 5 credits. It is recommended to take SW 840 the semester you plan to take 5 credits of field. See academic advisor for more information.

**Total field hours (includes both field placement hours and seminar hours) = 640 hours. Field hours are individualized. See Field Handbook.

***Course schedule, offerings and class format are subject to change. Classes held on Saturdays.

Blended courses meet in person on EVEN weeks of the semester (week 2, 4, 5, etc) and online (remote or asynchronous) on odd weeks.

Online courses may meet asynchronously or synchronously (remote via Zoom). Please see search and enroll for more information.