



Master of Social Work
University of Wisconsin-Stevens Point

MSW Student Handbook

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Welcome and Introduction

The faculty and staff of the UWSP MSW Program extend a warm welcome to those reviewing this handbook—prospective and current students, practicum supervisors and other agency personnel, and others in the community. We hope that you find the information you need about our program and encourage you to contact us with any questions or concerns you may have.

Earning an advanced degree in social work helps students build the knowledge, values, and skills needed to make a difference in the lives of individuals, families, groups, organizations, communities, and society. As advanced practice social workers, MSW graduates are prepared to work with people from diverse backgrounds in a variety of situations and across a multitude of practice settings. Our program equips students with leadership, interprofessional collaboration, and ethical decision-making skills that will allow them to best serve clients, agencies, and the broader community.

The MSW curriculum at UWSP is designed to prepare students for advanced generalist social work practice. Within the curricular framework, students choose specialty courses in medical social work, clinical social work, or school social work and/or complete a student-directed pathway to their career goals. The MSW curriculum emphasizes the connection between coursework and fieldwork. As such, students complete generalist and advanced practicum placements throughout their time in the program.

This student handbook describes the UWSP MSW Program and provides guidance to students and other interested parties related to the program’s mission, goals, admission process, curriculum, policies, procedures, resources, and services. A separate handbook provides more detailed information about the required practicum component of our program.

MSW Program Faculty

The list below includes all faculty who teach in the MSW program, including those who are primarily assigned to the BSW program but also teach at the MSW level.

Faculty	Role	Area(s) of expertise
Amy Zlimen Ticho, * MSSW, APSW, Ph.D.	MSW Program Director, Professor	Medical social work, death/dying
Keri Otte, * MSW, LCSW, DSW	MSW Practicum Director, Assistant Professor	Environmental social work, death/dying, LGBTQIA+ issues
Tara Anderson*, MSW, LCSW, DSW	Assistant Professor	Clinical social work, substance use disorders
Jess Bowers, MSW, APSW	BSW Program Director, Associate Professor	Child welfare, interpersonal violence
Margaret Kubek, MSW, APSW	Assistant Professor	School social work

**Indicates primary assignment to MSW Program*

History of Social Work at UWSP

For some time prior to 1992, the UWSP Department of Sociology offered a 12-credit undergraduate emphasis in social work for sociology majors. Due to student interest in careers in social work, the Department of Sociology added a 31-credit undergraduate minor Native American and Rural Social Work in 1992. With Council on Social Work Education (CSWE) accredited programs becoming the standard and with the emergence of social work certification and licensure in 1994, it became clear the Department of Sociology needed to further develop its undergraduate social work programming to best serve students. As such, the Department sought and gained UW System approval for the implementation of an undergraduate social work degree program in 2008. The Department of Sociology formally began working with CSWE in 2009 to work towards accreditation and became the Department of Sociology and Social Work in the spring of 2010. The undergraduate social work program at UWSP earned its initial CSWE accreditation in the summer of 2014 and has maintained compliance with CSWE standards since that time. In 2023, the program added a fully online program option to complement its traditional on-campus program option.

With a desire to increase access to MSW education through online learning, particularly in the rural areas of Wisconsin and beyond, the Department approached the UW System in 2024 and was authorized to implement a fully online MSW Program. The Department was granted pre-candidacy status by the Council on Social Work Education (CSWE) in December of 2024 and attained candidacy status in October 2025. Now in candidacy, the process leading up to initial accreditation involves two additional years of program development in keeping with CSWE standards, benchmark document development and submission, and CSWE reviews, site visits, and feedback. Students starting the program in the fall 2025 semester or later will be retroactively recognized as graduates from a CSWE-BOA accredited program as long as the program attains initial accreditation. The goal is for the program to be granted initial accreditation in October of 2027.

CSWE Accreditation

The Council on Social Work Education (CSWE) is the national organization that sets standards for and accredits baccalaureate and master's degree programs in social work. CSWE's standards are described in its Educational Policy and Accreditation (EPAS) document, with the most recent version being released in 2022 ([2022-EPAS.pdf \(cswe.org\)](#)). The 2022 EPAS contains important information about the organization, philosophy, framework, standards, and policies of social work education in the U.S. The EPAS supports academic excellence by establishing parameters for professional competence and standards the programs must abide by in the areas of program mission, anti-racism, diversity, equity, and inclusion (A DEI), explicit curriculum, implicit curriculum, and assessment. Accreditation is a process which social work education programs go through to obtain the assurance from their national standard-setting organization that they are meeting essential standards for quality education in preparing social workers to enter the profession. Possession of a degree from an accredited program is usually a requirement for state licensure or certification. Students are encouraged to visit the CSWE website ([Council on Social Work Education | CSWE](#)), which contains important information about the organization and how it guides the vision, philosophy, and structure of social work education across the U.S.

MSW Program Mission

The National Association of Social Workers (NASW) states that “*The primary mission of the social work profession is to enhance human well-being and help meet basic and complex needs of all people, with a particular focus on those who are vulnerable, oppressed, and living in poverty.*” The UWSP MSW Program emerged from a joint desire of UWSP administration and faculty to develop an MSW program that carried out the profession’s mission, while addressing the need for additional mental health, medical, school, and other advanced social workers in the region and beyond. With an understanding that many prospective MSW students may live in rural areas or small communities without easy access to an in-person MSW program, the faculty sought out to develop a fully online program that students could complete from wherever they resided. Knowing that many such students might then seek out employment opportunities in those same rural and small-town communities, the program was developed with a sub-focus on rural practice and with a goal of generating a more skilled social work workforce throughout all regions of Wisconsin and beyond.

The mission of the MSW Program at the University of Wisconsin—Stevens Point is to *prepare competent, effective, self-reflective advanced generalist social workers who embody the core values of the social work profession, apply critical thinking and research skills, abide by the NASW Code of Ethics, and engage anti-racism, diversity, equity, and inclusion in their work in local, national, and global contexts. With an emphasis on serving rural communities, the program prepares students to be collaborative organizational leaders who advocate for social, economic, racial, and environmental justice and the development of responsive social policies, programs, and services that enhance human and community well-being. The program prepares students to employ systems, strengths-based, and empowerment approaches in serving individuals, families, groups, institutions, and communities.*

MSW Program Goals

Reflecting the program’s mission and the core values of the social work profession, the UWSP MSW Program strives to:

1. Generate advanced generalist social workers who are professional, ethical, effective, and self-reflective.
2. Produce advanced generalist social workers who serve as skillful agents of social, racial, economic, and environmental justice and who engage in anti-racism, equity, diversity, and inclusivity in their work.
3. Prepare advanced generalist social workers who understand and can adapt their practice strategies according to community size and context.
4. Address the growing need for skilled social workers in a variety of practice settings with a focus on clinical, school, and medical settings.
5. Maintain a faculty of excellence in teaching, scholarship, and service who have diverse backgrounds, practice experiences, and research interests.
6. Promote a nurturing and supportive academic environment where strengths are honored in order to support the learning and professional growth of students and faculty.

Social Work Values and Ethics

Consistent with the NASW Code of Ethics, the UWSP MSW Program supports the values of:

1. *Service*, and recognizes social workers' primary goal to help people in need and to address social problems,
2. *Social Justice*, and the role of social workers in challenging social injustices,
3. *The Dignity and Worth of the Person*, and the need for social workers to treat each person with care and respect, mindful of individual differences,
4. *Importance of Human Relationships*, and the understanding that relationships between and among people are an important vehicle for change,
5. *Integrity*, and the need for social workers to behave in a trustworthy manner, and
6. *Competence*, and the expectation that social workers will practice within their areas of competence and develop and enhance their professional expertise.

Upon admission into the MSW Program, students are expected to familiarize themselves with the NASW Code of Ethics and to follow all ethical principles and standards described therein. The NASW Code of Ethics can be found at: [Code of Ethics \(socialworkers.org\)](https://www.socialworkers.org/About/Ethics/Code_of_Ethics)

Commitment to Inclusivity and Nondiscrimination

The UWSP MSW Program strives to effectively serve students from all diverse backgrounds and perspectives. This means that students' diverse learning needs are addressed both in and out of classes and that the diversity that the students bring to classes is viewed as a resource, strength, and benefit. The UWSP MSW Program aims to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. The faculty commit to keeping themselves well informed on the most recent research and practices that best support inclusive learning. Student suggestions are encouraged and appreciated. Please let us know of ways to improve the effectiveness of our program for you personally, or for other students and student groups.

It is the policy of UWSP to foster an environment of respect for the dignity and worth of all students, employees, and guests of the university; provide an environment which is conducive to the free and open exchange of ideas; and strive to eliminate bias, prejudice, discrimination, and harassment in all forms and manifestations. UWSP prohibits discrimination on the basis of age, race, color, religion, sex, gender identity or expression, national origin, ancestry, marital status, pregnancy, parental status, sexual orientation, disability, political affiliation, arrest or conviction record, membership in the National Guard, state defense force or any other reserve component of the military forces of the United States or this state, or other protected class status.

Discrimination includes any form of unequal treatment such as denial of opportunities, harassment, and violence.

MSW Program Admission Standards

Students who meet the application criteria and show strong potential to succeed in advanced social work practice by demonstrating interest, commitment, interpersonal skills, relevant experiences, and academic ability are considered for admission into the UWSP MSW Program. Applicants are encouraged to have a strong record of relevant social service experience via internships/practica, employment, and volunteer experiences. Applicants should demonstrate a commitment to the values of the social work profession, as evidenced by their personal statement, service/employment record, and letters of recommendation. *Meeting the minimum criteria does not guarantee acceptance into the MSW Program.*

Regular Standing

Regular standing students are those whose undergraduate degree is in a field other than social work or whose Bachelor of Social Work degree was earned more than 7 years ago.

Degree Requirement

Applicants must have a baccalaureate degree from a regionally accredited college or university in the United States. The baccalaureate degree must be conferred prior to the beginning of classes. International applicants must have a degree comparable to a regionally accredited U.S. baccalaureate degree.

Grade Point Average

Applicants must have a minimum undergraduate GPA of 2.75 on a 4.0 scale. Applicants whose last degree earned GPAs are less than this standard will be considered on an individual basis and are encouraged to provide additional information related to the context of their GPA in the application. Such applicants may also wish to enhance their academic records by:

- Taking the GRE and submitting minimum scores for Quantitative Reasoning of 150 and Verbal Reasoning of 153 and/or
- Completing 6-9 credits of post-undergraduate bachelor's or master's coursework, with grades of B+ or higher.

Social Science Courses

Applicants must have completed 18 semester credits of social science coursework by the time of application. Social science is a group of academic disciplines focused on the study of humans and their behavior as individuals and within communities, institutions, and social structures. Social science disciplines include but are not limited to sociology, psychology, political science, women and gender studies, and/or anthropology. Students without 18 credits of social sciences are encouraged to consult with the MSW Program Director for guidance on completing this requirement and for information on options available to do so at UWSP.

Statistics

Applicants must have completed a college-level introductory course in statistics, 200-level or higher, with a grade of C- or better. Ideally, this course is completed or in progress at the time of

application but may be taken at UWSP in the summer before the start of the MSW program begins if needed.

Experience

Applicants to the MSW Program are encouraged to have a strong record of relevant social service experience via internships/practica, employment, and volunteer experiences.

Values/Orientation

Applicants should demonstrate a commitment to the values of the social work profession, as evidenced by their personal statement, service/employment record, and letters of recommendation.

English language proficiency

Non-native English speakers must demonstrate English language proficiency.

Advanced Standing

Students who are accepted into the program with advanced standing bypass the first year (i.e. foundation/ generalist) and begin their MSW work with the advanced year. In keeping with CSWE standards, this policy is in place to ensure that students from CSWE-accredited baccalaureate social work programs do not repeat generalist content at the master's level that has been achieved at the baccalaureate level.

Degree Requirement

Applicants must have a CSWE-accredited baccalaureate social work degree, a CASWE-accredited baccalaureate social work degree, or an internationally earned ISWDRES-evaluated degree comparable to a baccalaureate in social work, earned within the last 7 years.

Applicants with a baccalaureate social work degree from a CSWE-accredited program that was earned more than 7 years from the start of the MSW Program may request to be reviewed further by the MSW Program Committee for advanced standing eligibility or waiver of particular generalist courses. Such students should complete the [Advanced Standing and Course Waiver Request Form.docx](#) and additionally provide course syllabi for the course(s) in question. To be eligible for course waivers, the applicant must have earned a B or better in the course, and the course taken must be deemed comparable to a program course. The MSW Program Committee makes this determination.

Grade Point Average

Applicants must have a minimum undergraduate GPA of 2.75 on a 4.0 scale. Applicants whose last degree earned GPAs are less than this standard are considered on an individual basis and are encouraged to provide additional information related to the context of their GPA in the application. Such applicants may also wish to enhance their academic records by:

- Taking the GRE and submitting minimum scores for Quantitative Reasoning of 150 and Verbal Reasoning of 153.
- Completing 6-9 credits of post-undergraduate bachelor's or master's coursework, with grades of B+ or higher.

Values/Orientation

Applicants should demonstrate a commitment to the values of the social work profession, as evidenced by their personal statement, service/employment record, and letters of recommendation.

English language proficiency

Non-native English speakers must demonstrate English language proficiency.

MSW Program Admission Process and Policies

The MSW Program application and application evaluation processes are described in this section, along with policies on admission-related issues such as advanced standing, transfer of credit, and credit for work and life experience.

Application Process

Those seeking admission into the UWSP MSW Program should review the [MSW-Application-Checklist.pdf](#) for instructions on resume, personal statement, and professional references. The application process involves the following:

1. Step 1—Complete the [Universities of Wisconsin Application](#) which includes paying an application fee, submitting an up-to-date resume, requesting transcripts, and answering other background questions.
2. Step 2—Complete the [MSW Program Application](#) which includes submitting an up-to-date resume, answering questions about background and goals, submitting a personal statement, and identifying references. *The MSW Program reaches out to references on the student's behalf with a request to complete and return a reference form and letter of recommendation.*

Application Evaluation Process

The admission application evaluation process is as follows:

1. Applications are accepted into the UWSP MSW Program once per year, with a priority deadline in mid-February and a final deadline in mid-March.
2. Soon after the priority deadline, the MSW Program Committee (comprised of all full-time social work faculty who are primarily assigned to the MSW Program) reviews applications. Each application is initially reviewed by two committee members who use a rubric to review and score the applicant on various features of their applications including academic performance, prerequisites, personal statement, letters of recommendation, experience, and values orientation. Committee members also indicate whether their

review leads them to believe that the applicant is suitable/acceptable for admission into the MSW Program and if suitable/acceptable, whether the applicant is automatically eligible for advanced standing.

3. Rubrics are submitted to the committee chairperson who then screens them to determine whether significant discrepancy exists between the two reviewers' scores and suitability determination for each applicant. If such a discrepancy exists, a third reviewer is assigned to resolve the discrepancy. A meeting of the reviewers may be held if continued discrepancy exists.
4. The committee chairperson then averages the two scores for each candidate and subsequently orders them from highest to lowest.
5. The MSW Admissions Committee then meets to discuss applicants and make decisions regarding admission offers based on the rank order, perceived suitability, and discussion.
6. In late February, decision letters are emailed to each priority applicant indicating either 1) an offer of admission, 2) an offer of conditional admission, 3) a denial, or 4) that the applicant is being placed on a waiting list. An offer of admission may occur when an applicant meets all program requirements. An offer of conditional admission may occur when an applicant has not completed the social science and/or statistics prerequisites but has a clear plan to do so by the end of the fall semester of their admission year.
7. Applicants who are offered a place in the MSWP Program are asked to respond within two weeks with their decision. Admitted applicants who decline their spot or do not respond to the acceptance letter forfeit their place in the MSW Program and in turn it is offered to the next applicant on the wait list. Those on the wait list can expect an updated admission status letter by early March.
8. Any applications received after the February priority deadline and before March 15 are reviewed on a rolling basis as space in the MSW Program allows. Each application goes through the same review process and decision process as described above, with the exception of being placed among a rank order list of applicants.

Admission Decision Types

Admission decision types include:

1. An offer of admission (applicant met all requirements and scored highly on rubric).
2. An offer of conditional admission (applicant scored highly on rubric but has not completed the social science and/or statistics requirement and has a clear plan to do so by the end of the fall semester of their admission year).
3. A denial (applicant did not meet program requirements and/or did not score highly on rubric).
4. Placement on the waiting list (applicant met all requirements and scored sufficiently on rubric, but not high enough to make cut off).

Advanced Standing Policy

Students who are accepted into the program with advanced standing bypass the first year (i.e. foundation/ generalist) and begin their MSW work with the advanced year. In keeping with

CSWE standards, this policy is in place to ensure that students from CSWE-accredited baccalaureate social work programs do not repeat generalist content at the master's level that has been achieved at the baccalaureate level.

Applicants must have a CSWE-accredited baccalaureate social work degree, a CASWE-accredited baccalaureate social work degree, or an internationally earned ISWDRES-evaluated degree comparable to a baccalaureate in social work, earned within the last 7 years to be automatically eligible for advanced standing upon admission into the MSW Program.

Applicants with a baccalaureate social work degree from a CSWE-accredited program that was earned more than 7 years from the start of the MSW Program may request to be reviewed further by the MSW Program Committee for advanced standing eligibility or waiver of particular generalist courses. Such students should complete the [Advance Stand and Course Waiver Request Form.docx](#) and additionally provide course syllabi for the course(s) in question. To be eligible for course waivers, the applicant must have earned a B or better in the course, and the course taken must be deemed comparable to a program course. The MSW Program Committee makes this determination. Students with baccalaureate social work degrees from CSWE-accredited programs that are more than 7 years old may choose not to submit a waiver request if they feel completion of the entire MSW program is necessary to achieve their career goals.

Applicants who have graduated from a baccalaureate social work program in candidacy with CSWE are eligible for contingent advanced standing status. The MSW Program Director advises such applicants of the implications of this status for their time in the MSW Program, based on the timing of the baccalaureate program's initial accreditation with CSWE.

Transfer of Credit Policy

The UWSP MSW Program does not accept transfer of academic credit for social work courses taken at programs not accredited by CSWE. The MSW Program considers the transfer of graduate credit if a course was offered by a CSWE accredited program, and the course has a clear equivalent in the UWSP MSW Program. Students transferring from other MSW Programs must submit a [Transfer Credit Request Form.docx](#) demonstrating alignment of the course taken to the program course, listing the institution at which it was taken, when it was taken, and the grade earned. Only courses in which a B or higher was earned are considered for transfer. Students must additionally provide a course syllabus to demonstrate equivalency and a transcript for the course. It is the responsibility of the student to demonstrate how the proposed transfer course fits into the UWSP MSW curriculum.

Courses taken through MSW programs during pre-candidacy/the retroactive accreditation timeframe can be considered for transfer once the program attains candidacy. Courses taken through MSW programs that withdraw from candidacy or reaffirmation can be considered for transfer, since the program was evaluated by the BOA to achieve an accreditation status (i.e., candidacy or reaffirmation) and was compliant or actively working toward compliance.

The MSW Program Committee makes determinations for transfer of credit on a case-by-case basis. In keeping with the admissions process described above, each request is reviewed by two committee members, who independently evaluate and determine whether requests should be granted. They then submit their recommendations to the committee chairperson. If a discrepancy exists between the two reviewers' impressions a third reviewer is assigned to resolve the discrepancy. A meeting of the reviewers may be held if continued discrepancy exists.

The program does not allow more than 9 credits of transfer from another accredited program, since the structure and focus of the MSW Program is deliberate and faculty in the program have a responsibility to oversee the education and preparation of advanced practice social workers before recommending them for admission.

Credit for Life or Previous Work Experience Policy

Social work course credit is not granted for life or previous work experience, in whole or in part, in place of any of the curricular requirements in the UWSP MSW Program, including practicum placements.

Student Orientation

Newly accepted students are required to participate in an MSW Program orientation in the weeks following their acceptance and commitment to enroll in the UWSP MSW Program. Orientation sessions take place soon after acceptance so that students can subsequently complete the practicum application and course enrollment processes, have their questions answered, and make plans to meet program expectations. Orientation includes both synchronous and asynchronous components.

For the synchronous component, students attend a virtual meeting via Zoom facilitated by the MSW Program Director and MSW Practicum Director. Multiple day/time options are provided for these meetings, and they are recorded so that students can utilize them as a resource afterward. The virtual orientation session includes:

1. Welcome and introductions.
2. Statement of the MSW Program's vision for student success.
3. Guidance on things students can do to be successful in the program.
4. Orientation to the program structure (i.e. courses each semester, timing of practicum placement(s), pathway options, etc.).
5. Advising in the MSW Program.
6. How to prepare for the program including consideration of technology needs, obtaining textbooks, and creating physical, social, and psychological "space" for education.
7. Student connection time to discuss how they are feeling as they anticipate being an MSW student, as well as questions they may have.
8. Time for questions and answers.

Following the virtual orientation session, students are given access to the MSW Student Center, a Canvas-based resource, to complete the asynchronous component of their orientation. Through the MSW Student Center, students review and then affirm that they have reviewed the following modules:

1. Welcome to UWSP, which includes information about campus, how to get a student ID, how to use Canvas, the University's commitment to student wellness, academic support services, and other university policies.
2. Welcome to the MSW Program, which includes a welcome from the MSW Program Director and information on the program's commitment to inclusivity,
3. MSW Curriculum Information, which includes course plans and checklists.
4. MSW Student Policies, Procedures, and Expectations, which includes the MSW Student Handbook, links to the NASW Code of Ethics and CSWE competencies, and pages discussing program expectations, civility and respect for diverse perspectives, and social work values and professional behavior. This module also contains information about the program's exam/quiz policy, AI policy, and privacy/confidentiality policy.
5. MSW Student Resources, which includes pages about the library and APA format, self-care, social worker safety, and joining NASW.
6. Practicum Education, which includes the MSW Practicum Manual, links to the practicum applications, background check information, and forms associated with practicum.
7. Pathway Information and Resources, which includes information about the MSW Program's pathway options.

Advising

Academic and professional advising are the shared responsibility of the MSW Program Director and other MSW faculty. Advising first takes place shortly after acceptance into the MSW Program when information is provided through the orientation methods discussed above. Also shortly after acceptance into the program, each student is assigned to a faculty advisor, who is then available to them throughout their time in the program to consult on academic and career questions and concerns. Faculty advisors provide individualized, one-on-one advising and assist students with any special academic needs or challenges they may have, as well as with questions or concerns they may have about their career path. In addition to this formal advising, the MSW Practicum Director, practicum liaisons, and practicum supervisors provide advising and mentoring as they work with students on the practicum aspect of the MSW program.

Students are required to meet with their assigned faculty advisors once per semester but may request additional consultations. These meetings and consultations may include discussion of both academic and professional topics. The goals of advising include:

1. Helping students navigate the requirements of the MSW program.
2. Promoting student success by discussing how they are balancing their multiple responsibilities and taking care of themselves.
3. Providing regular review of students' educational performance.
4. Providing guidance in choosing elective courses.

5. Processing academic and professional concerns and linking students to resources.
6. Role modeling social work values and professionalism.
7. Consulting with students on their employment and other professional goals.

Staff in the [Academic and Career Advising Center \(ACAC\) | UWSP](#) are additionally available for professional advising as needed, providing information and guidance on such topics as resume and cover letter writing, job search strategies, and job interview preparation.

Guidelines and Expectations for Online Learning

Students must prepare to be successful with online learning. Though online learning has a number of benefits, it is not easy. It requires heightened attention to technology needs, student engagement, and professionalism. This section discusses general guidelines and expectations for students in the MSW Program pertaining to technology, learning platforms, behavior, and the virtual classroom experience.

Technology Requirements

All classes in the UWSP MSW Program are online, with some being fully asynchronous and others having a synchronous component. Students may view this website to see [minimum recommended computer and internet configurations for Canvas](#). To be successful in the MSW Program, students must have:

1. A reliable computer.
2. Access to a stable internet connection.
3. A working webcam.
4. A working computer microphone and speaker.

Technology Support

It is the student's responsibility to problem-solve technological needs or difficulties in a timely fashion so that they do not interfere with their performance in the MSW Program. The [Service Desk - Information Technology | UWSP](#) provides support for on campus devices, personal student devices, computer lab printers, equipment loans, and more. IT staff are available to provide technological support and to problem-solve questions or concerns that arise.

Program Structure and Learning Platforms

Students can expect the following in terms of learning platforms and program structure:

1. *Canvas* is used as an educational platform for all classes, both synchronous and asynchronous.
 - a. Students have access to Canvas 24 hours a day, seven days a week.
 - b. Each course's syllabus, schedule, requirements, and expectations are posted on each course's Canvas page.
 - c. Learning activities and materials are posted on the Canvas course in a weekly or unit module.
2. A *Canvas-based MSW Student Center* is utilized to provide information, resources, and engagement opportunities for students. Students are expected to join the MSW Student Center prior to the start of their first MSW course.

3. *Zoom* is utilized for synchronous class sessions, advising sessions, and other program meetings.
4. Apart from scheduled synchronous class sessions, students have the flexibility to study and complete assignments according to their own work and personal schedules while meeting instructor-determined due dates and deadlines.
5. Interactive online tools including simulations, discussion boards, video lectures and online discussions may be utilized.
6. Student support is available in various ways through MSW Program faculty and other campus services such as the [Tutoring-Learning Center \(TLC\) | UWSP](#), [Academic and Career Advising Center \(ACAC\) | UWSP](#), and the [Disability Resource Center \(DRC\) - UWSP](#). In-person and *Zoom* meeting options are available to access all program and campus support services.

General Expectations

Online learning requires a high level of independence, self-direction, time-management, and organizational skills. Students should plan to:

1. Spend approximately 9 hours per week on each three-credit course. Depending on the course, this may include attending synchronous class sessions, reading course materials, watching recorded lectures and other videos, engaging in learning activities and discussions on Canvas, meeting with other students to complete group projects and activities, and completing assignments.
2. Attend all synchronous class sessions, keep their webcams on, remain engaged, and participate fully throughout each class session.
3. Demonstrate willingness to learn new technology if not familiar with aspects of technology used in courses such as video recording presentations, digital applications, scheduling zoom meetings, and navigating Canvas.
4. Monitor and respond to email and Canvas messages in a timely manner.
5. Think and edit before pushing the “send” button on emails to ensure that they are coming across in the way intended.
6. Consider tone and formality. For example, when sharing in writing, avoid capitalizing all letters because this can imply shouting, the overuse of emoticons, and slang.
7. Be proactive with reaching out to advisors and instructors with questions and concerns that arise during their time in the MSW Program.
8. Meet with their advisors and instructors via *Zoom* to discuss progress, questions, and concerns.
9. Develop a system to track and meet deadlines, taking responsibility for their learning and course progress.
10. Communicate professionally with peers when involved in partner or group projects and follow through on commitments made.

Virtual Classroom Guidelines

The UWSP MSW Program aims to foster an inclusive, safe, interactive learning environment. During synchronous *Zoom* meetings and class sessions, students should:

1. Arrange to attend in a space conducive to learning that is safe and private. Zoom features may be used as needed to blur or disguise the background if needed. Students should not be in Zoom while driving, and they should not attend sessions while at work.
2. Keep their webcams on to remain attentive and engaged.
3. Demonstrate respect for all opinions and experiences, no matter how different or controversial they may be perceived. Students are encouraged to comment, question, or critique an idea, but are not allowed to attack individuals. As in physical classrooms, virtual classrooms are communities of learners in which polite and respectful discourse is important.
4. Actively participate in class sessions by unmuting and speaking, engaging in activities, and putting questions and comments in the chat.
5. Present ideas professionally, avoiding offensive language in both the written and verbal forms.
6. Avoid eating, smoking, vaping or other distracting/unprofessional activities during Zoom sessions.

Online Exams and Quizzes

Exams and quizzes are facilitated online through Canvas and are generally open book with time limits in place. No exam proctoring services are utilized. Students are expected to complete exams and quizzes independently. Collaborating with a fellow student or any other person is considered unethical, as well as academic misconduct.

The Foundation Curriculum and Competencies

First-year regular standing MSW students focus on the foundation/generalist curriculum and competencies. Such students enter the MSW Program after having completed an undergraduate degree in a discipline other than social work, or if their undergraduate degree in social work was completed more than 7 years ago. According to the CSWE:

“Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.”

Foundation Required Courses

Regular-standing students take all of the following during their first year (or first two years for part-time students) in the MSW Program:

- SW 565—Social Work Practice with Diverse Populations (3 cr.)

Knowledge, skills, and values to promote inclusive, ethical, and evidence-based practice to diverse populations across all systems; a focus on cultural humility and intersectionality.

- SW 700—MSW Foundation (3 cr.)
Introduction to the social work profession, including history, areas of practice, generalist social work, the NASW Code of Ethics, the Council on Social Work Education competency areas, and the profession's commitment to social justice, equity, diversity, and inclusion. Emphasis on the collaborative skills and professional behavior necessary for effective social work practice.
- SW 701—Generalist Social Work Practice 1 (3 cr.)
Contemporary approaches to generalist social work practice with individuals, families, and groups. Knowledge, values, and skills needed for client engagement, assessment, intervention, practice evaluation, and culturally responsive practice at the micro and mezzo levels.
- SW 702—Generalist Social Work Practice 2 (3 cr.)
Contemporary approaches to generalist social work practice with organizations and communities. Knowledge, values, and skills needed for engagement, assessment, intervention, practice evaluation, and culturally responsive practice at the macro level.
- SW 703—Human Behavior and the Social Environment (3 cr.)
Theories of human development across the lifespan, including interactions of biological, psychological, social, and spiritual dimensions of human behavior. Examination of the complexity and multiple dimensions of the person and the environment as applied to social work. Analysis of environmental factors that affect human behavior including the physical environment, culture, social structures and movements, family dynamics, groups, organizations, and the community.
- SW 704—Generalist Policy Practice (3 cr.)
Development and philosophy of social welfare policies and services in the U.S. Critical analysis of how social welfare policies affect social service access and delivery, using anti-racist and anti-oppressive lenses. Strategies to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.
- SW 705—Social Work Research Methods (3 cr.)
Quantitative and qualitative research methods with applications to social work practice. Use of research evidence to inform and improve practice, policy, and programs. Use of practice-based experiences to inform scientific inquiry. Use of ethical, culturally responsive, anti-racist, and anti-oppressive strategies to conduct and utilize research to advance the purposes of social work.
- SW 710—Foundation Social Work Practicum (4 cr.)
Application of classroom learning under qualified supervision in an approved social work setting. Demonstration of foundation knowledge, values, and skills in all CSWE areas of social work practice competency. *Repeat for a total of 8 credits.*
- SW 711—Foundation Social Work Practicum Seminar (1 cr.)
Integration and critical analysis of practicum experiences through group consultation and problem-solving, reflection, and relevant assignments. Emphasis on professionalism, ethical behavior, and leadership skills. *Repeat for a total of 2 credits.*

Foundation Course Sequencing

Summer	Fall	Spring
SW 700- MSW Foundation (3)*	SW 701- Generalist SW Practice I (3)*	SW 702- Generalist SW Practice II (3)*
	SW 703- HBSE (3)*	SW 565- SW Practice with Diverse Populations (3)*
3 credits	SW 705- SW Research Methods (3)	SW 704- Generalist Policy Practice (3)
	SW 710- Foundation SW Practicum (4)	SW 710- Foundation SW Practicum (4)
	SW 711- Foundation SW Practicum Sem (1)	SW 711- Foundation SW Practicum Sem (1)
	14 credits	14 credits

**Part-time students take these courses during the first year of the program and the remaining courses during the second year.*

Foundation Practice Competencies

Students are expected to demonstrate the integration and application of the nine core competences identified by CSWE, as evidenced by the associated student outcomes for each competency. Throughout courses, and upon successful completion of the foundation practicum experience, students should be able to demonstrate all of the following knowledge, skills, and values-based learning outcomes:

1. Demonstrate Ethical and Professional Behavior
 - a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
 - b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.
 - c. Use technology ethically and appropriately to facilitate practice outcomes.
 - d. Use supervision and consultation to guide professional judgment and behavior.
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
 - a. Advocate for human rights at the individual, family, group, organizational, and community system levels.
 - b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
 - a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
 - b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.
4. Engage in Practice-Informed Research and Research-Informed
 - a. Apply research findings to inform and improve practice, policy, and programs.
 - b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

5. Engage in Policy Practice
 - a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
 - b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities
 - a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.
 - b. Use empathy, reflection, and interpersonal skills to effectively engage in culturally responsive practice with clients and constituencies.
7. Assess Individuals, Families, Groups, Organizations, and Communities
 - a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.
 - b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.
8. Intervene with Individuals, Families, Groups, Organizations and Communities
 - a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.
 - b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
 - a. Select and use culturally responsive methods for evaluation outcomes.
 - b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

The Advanced Generalist Curriculum and Competencies

The advanced generalist curriculum builds on mastery of the foundation/generalist curriculum to increase the depth and breadth of practice. Advanced standing students complete only this component of the MSW curriculum, since they accomplished the foundation/generalist aspect in their BSW programs. Regular standing students complete the advanced generalist curriculum after successfully accomplishing the foundation/generalist courses and practicum experience.

In the advanced generalist curriculum, all students take the same core courses, choose from a variety of electives, and have practicum placement options in a range of practice settings. Within core courses, students gain expertise pertaining to the unique considerations for social work practice in small towns and rural communities and enhance their knowledge, critical analysis, leadership, and practice skills. Students can select from established clinical, medical, or school pathways, or design their own pathway to work towards their unique career goals.

Advanced Generalist Required Core Courses

To complete the Advanced Generalist Practice Curriculum, all students take the following:

- SW 724—Advanced Policy and Advocacy (3 cr.)

Advanced policy analysis and advocacy skills with attention to major challenges facing the social work profession. Implications for rural social work practice. Applications to student practicum experience.

- SW 726—Justice, Equity, and Inclusion in Social Work Practice (3 cr.)
Critical analysis of the roles of racism, oppression, and privilege in shaping the human experience including dimensions of diversity and intersectionality. Strategies for anti-racist, anti-oppressive, equitable, and inclusive social work practice. Use of critical reflection, self-awareness, and self-regulation to demonstrate cultural humility. Applications to student practicum experience.
- SW 728—Advanced Practice Methods 1 (3 cr.)
Application of strengths-based, evidence-informed approaches to engaging, assessing, and intervening with individuals, families, and groups. Methods to critically evaluate practice outcomes to improve effectiveness. Implications for social work in rural communities. Applications to student practicum experience.
- SW 730—Advanced Practice Methods 2 (3 cr.)
Application of strengths-based, evidence-informed approaches to engaging, assessing, and intervening with organizations and communities. Use of research methods to critically evaluate programs and services to improve effectiveness. Implications for social work in rural communities. Applications to student practicum experience.
- SW 732—Psychopathology (3 cr.)
Biopsychosocial understanding of mental health and mental illness across the lifespan. Overviews the theory and research on major disorders in the current DSM with a focus on assessment and diagnosis. Examines etiology, developmental course, cultural factors, and treatment interventions.
- SW 740—Advanced Social Work Practicum (5 cr.)
Application of classroom learning under qualified supervision in an approved social work setting. Demonstration of advanced knowledge, values, and skills in all CSWE areas of social work practice competency in an area of specialty. *Repeat for a total of 10 credits.*
- SW 741—Advanced SW Practicum Seminar (1 cr.)
Integration and critical analysis of practicum experiences through group consultation and problem-solving, reflection, and relevant assignments. Emphasis on professionalism, ethical behavior, and leadership skills. *Repeat for a total of 2 credits.*

Advanced Generalist Elective Options

In addition to the required courses noted above, students select a “pathway” option consisting of 2-3 elective courses, which helps them build expertise in a specific area of social work practice. Pathway options consist of the following:

Clinical Social Work Pathway

Designed to comply with the State of Wisconsin Department of Safety and Professional Services requirements for Licensed Clinical Social Worker (LCSW) preparation, students in this pathway complete the two elective courses indicated below and fulfill their advanced social work practicum in a clinical setting. *Note: All MSW students are required to complete SW 732—*

Psychopathology in Social Work Practice, which additionally helps meet the state's requirements for the LCSW.

- SW 763—Clinical Social Work (3 cr.)
Major practice theories, assessment, treatment plan formulation, and evidence-based interventions for social work practice with individuals with mental health and co-occurring substance use disorders. Approached from a biopsychosocial and person-in-environment framework. Emphasis on cognitive behavioral interventions and learning how to treat broadly, including modifying and tailoring treatment to specific diagnoses such as mood, anxiety, and substance-related disorders.
- SW 764—Clinical Social Work with Children and Adolescents (3 cr.)
Core practice theories, biopsychosocial assessment, differential aspects of diagnosis of typical mental health disorders with an onset in childhood, treatment plan formulation, and evidence-based interventions for social work practice in child and adolescent mental and behavioral health settings. Includes skills in working collaboratively with families and other systems, the therapeutic relationship, and the process of treatment. Emphasis on continued development of skills in cognitive behavioral treatment interventions tailored to children and adolescents.

School Social Work Pathway

Approved by the Wisconsin Department of Public Instruction (DPI) as an educator preparation program, students in this pathway complete the following three elective courses and fulfill their advanced social work practicum in a school setting.

- SW 775—School Social Work Standards and Policies (2 cr.)
Analysis of professional roles, ethics, policies, and standards guiding school social work practice within pre-K through grade 12 settings. Examination of NASW School Social Work Standards and school social work licensure requirements, including professional responsibilities, confidentiality, and ethical decision making. Focus on school-based policies including assessment, record keeping, technology integration, and emergency preparedness.
- SW 776—Social Work Practice in Schools (3 cr.)
Conceptual and practice frameworks for social work in a school setting. A focus on micro, mezzo, and macro practice strategies to implement with individuals, families, groups, schools, and communities. Includes school social work values and ethics related to equity, justice, and social work practice in a host setting; effective practice on multi-disciplinary teams; use of assessment tools and prevention / intervention strategies; and evidence-based practices which are culturally grounded and responsive to the needs of all students in public education.
- SW 777—School Social Work: Exceptional Individual (3 cr.)
Overview of the characteristics of students who qualify for special education services with an emphasis on equity and disproportionality in special education. Includes the school social work role in examining eligibility, interventions for students identified for special education services, and strategies to support teachers, families, and staff. An examination of historical and current special education issues and trends that impact school social work practice.

Medical Social Work Pathway

Designed to prepare students for practice in hospital, clinic, hospice, palliative care, home care, nursing home, and other health care settings, students in this pathway complete the following two elective courses and fulfill their advanced social work practicum in a medical setting.

- **SW 788—Social Work in Health Care Settings (3 cr.)**
Conceptual, ethical, and practice framework for social work practice in health care. Overview of the United States health care system, including policy and financing implications. Competency development for social work in various health care practice settings, with a focus on interdisciplinary teamwork, crisis intervention, evidence-based practice, and the biopsychosocial/spiritual impact of illness and medical trauma on patients and their support systems. Common ethical dilemmas and legal processes unique to social work practice in health care. Concerns related to social and economic justice, health care access, and disparities in care.
- **SW 789—Death, Dying, Loss, and Grief (3 cr.)**
End-of-life care within the U.S. medical system, with an emphasis on social work approaches and practice strategies in various settings of care. Needs of dying individuals and their families, including spiritual, cultural, and other diversity considerations. Theories of grief and loss with implications for social work practice with families and other loved ones. Policy, ethical and social justice issues related to the care of dying individuals and their families. The influence of societal attitudes about death and dying. Self-awareness as a fundamental component of professional practice, including generating understanding of dying, death, loss, and grief as natural parts of the human experience.

Student-Designed Pathway

This pathway is ideal for students whose career goals are outside of the specialty pathways described above as well as for students who want to become advanced generalist social workers but are uncertain of their desired area of social work practice. Students may take any combination of elective courses offered within the MSW Program, including the following, which allows them to work with a faculty member to design their own project with the intent of investigating an issue of importance to their career aspirations. Students in this pathway fulfill their advanced social work practicum in a setting that aligns with their unique career goals, with options in a range of practice settings and opportunities to engage in direct practice, administration and leadership, community change efforts, policy practice, and/or social justice efforts.

- **SW 801—Graduate Project (3 cr.)**
Completion of a faculty-approved project in a student-defined area of interest involving qualitative or quantitative investigation, program evaluation, policy analysis, or systematic literature review. Presentation of findings in an online or virtual forum.

Advanced Generalist Course Sequencing

Summer	Fall	Spring
SW 732- Psychopathology (3)*	SW 728- Advanced Practice Methods 1 (3)*	SW 726- Justice, Equity, and Inclusion in SW Practice (3)*
SW 775- SSW Standards and Policies (2) <i>School SW only</i>	SW 724- Advanced Policy and Adv. (3)*	SW 730- Advanced Practice Methods 2 (3)*
3-5 credits	First elective/pathway course (3)	Second elective/pathway course (3)
	SW 740- Advanced SW Practicum (5)	SW 740- Advanced SW Practicum (5)

	SW 741- Advanced SW Practicum Seminar (1)	SW 741- Advanced SW Practicum Seminar (1)
	15 credits	15 credits

**Part-time regular standing students take these courses during the third year of the program and the remaining courses during the fourth year. Part-time advanced standing students take these courses during their first year and the remaining courses in the second year.*

Advanced Generalist Competencies

The nine CSWE competencies are extended and enhanced for the advanced generalist curriculum. They are as follows:

1. Demonstrate Ethical and Professional Behavior
 - a. Model professional and ethical behavior in all modes of communication and when engaging in practice, research, and policy work.
 - b. Provide leadership in addressing ethical dilemmas by applying the standards of the NASW Code of Ethics, relevant laws and regulations, and appropriate models for ethical decision-making at all levels of social work practice.
 - c. Engage in ongoing self-awareness and self-correction to improve practice effectiveness and minimize the risk of bias, discrimination, and prejudice.
 - d. Integrate self-care into practice to mitigate the impacts of secondary trauma and risk of compassion fatigue.
 - e. Collaborate skillfully with other professionals when engaged in supervision, consultation, and interprofessional practice.
 - f. Acknowledge the unique challenges and implications for professional and ethical practice according to community context, particularly related to work in rural settings.

2. Advance Human Rights and Social, Economic, and Environmental Justice
 - a. Utilize anti-oppressive practices to advance human rights and equitable access to services and resources at all levels of practice.
 - b. Promote the development of humane and responsive social institutions, social policies, and social programs.

3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
 - a. Adapt interventions in anti-racist and anti-oppressive ways at all levels of social work practice.
 - b. Model cultural humility to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.
 - c. Critically analyze practice settings and promote equitable and inclusive workplaces and services.

4. Engage in Practice-informed Research and Research-informed Practice
 - a. Translate and utilize evidence-based research findings to inform and improve social work practice, policy, and service delivery.
 - b. Apply critical thinking to design, implement, and interpret social work research using ethical, culturally informed, anti-racism, and anti-oppressive strategies.

- c. Demonstrate leadership in practice settings to promote the use of research findings to inform practice.
5. Engage in Policy Practice
 - a. Model the use of social justice, anti-racist, and anti-oppressive lenses to critically analyze how social welfare policies affect the delivery of and access to social services specific to context, with particular attention to rural communities.
 - b. Strategically develop and promote policies that advance human rights and social, racial, economic, and environmental justice.
 - c. Collaborate to initiate, promote, and advocate for policies that advance human rights and social, economic, and environmental justice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
 - a. Model effective, client-centered, strengths-based, and trauma-informed engagement strategies that mitigate personal biases in order to build productive rapport with clients and constituencies.
 - b. Use differential engagement skills to collaboratively and respectfully engage and empower diverse clients and constituencies, including those residing in rural communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities
 - a. Identify, evaluate, and select assessment tools, methods, and approaches with consideration for the needs, backgrounds, and characteristics of clients and constituencies.
 - b. Reflect the unique factors associated with practice setting and community context when assessing, including considerations associated with rural-based clients and programs.
 - c. Work collaboratively with clients and others, as appropriate, to collect and synthesize assessment information to create a multidimensional, comprehensive assessment.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
 - a. Collaborate with clients, constituencies, and interprofessional teams to critically examine, select, and implement appropriate, culturally responsive intervention strategies in response to the unique backgrounds, needs, and circumstances of the client.
 - b. Reflect the unique factors associated with practice setting and community context when intervening, including considerations associated with rural-based clients and programs.
 - c. Provide leadership in practice settings to examine, consider, and use evidence-based intervention strategies to achieve client, constituency, and program goals.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.
 - a. Select and utilize culturally responsive evaluation methods that attend to the community and program contexts, including the unique implications for rural settings.
 - b. Utilize collaborative skills in practice settings to engage in evaluation strategies to monitor, analyze, and improve practice effectiveness with individuals, families, groups, organizations, and communities.
 - c. Critically evaluate their own practice to improve effectiveness.

Practicum Education

Practicum Education (sometimes called field education or internship) is considered the “signature pedagogy” within the social work curriculum. This means that it is the central form of instruction and learning in which the profession socializes its students to perform the role of practitioner. The intent of practicum education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. The MSW Program has partnerships with numerous community agencies throughout Wisconsin, involving many different client populations. The MSW Practicum Director is ongoingly screening and approving new placements to serve students in regions that are new to the program. *Note: The MSW Practicum Manual contains additional, more detailed information about the policies and procedures associated with this component of the MSW Program.*

Background Checks

The UWSP MSW Program partners with a company called [Viewpoint Screening](#) to coordinate background checks, drug tests, and immunization requirements. All newly admitted students are required to complete background checks through the Viewpoint Screening portal as part of their practicum application process. Some students may additionally need to complete drug tests and/or provide evidence of immunization to be placed within certain organizations. *Graduates of UWSP’s BSW program who completed a background check through Viewpoint Screening within the past two years are not required to complete another background check if there has been no change to their criminal history.*

Practicum Hours

Regular standing, foundation students coming into the program without a bachelor’s degree in social work from a CSWE-accredited program complete 400 hours of practicum education (SW 710) in one setting as part of the foundation/generalist curriculum and an additional 500 hours of practicum education (SW 740) in a separate setting as part of the advanced generalist curriculum. Placement hours are dispersed throughout the academic year (September-May), averaging approximately 13 hours per week for foundation students and approximately 17 hours per week for advanced generalist students.

Since students coming in with advanced standing have accrued at least 400 hours of practicum education within their BSW program, they complete only one 500-hour MSW placement in one setting as part of the advanced generalist curriculum. Placement hours are dispersed throughout the academic year (September-May), averaging approximately 17 hours per week.

Activities counting toward practicum hours must relate to the roles and responsibilities associated with social work practice at the partner agency and be approved by the practicum supervisor. Students should expect to gradually assume more independent responsibility over time in their placement. In addition to face-to-face, in-person client, colleague, and constituent work, the following activities may count toward practicum hours, as deemed appropriate by the practicum supervisor in consultation with, as needed, the practicum liaison:

1. Phone and/or virtual contact or meetings with clients, colleagues, and constituents.
2. Telework arrangements with remote access to people, platforms, and projects.

3. Telehealth sessions.
4. Online training sessions related to the practicum placement.
5. Practicum supervision time, whether in-person or virtual.
6. Simulated practice tasks conducted at the practicum site.
7. Attendance at community meetings directly related to the practicum placement.

The following activities may not count toward practicum hours:

1. Virtual practicum seminar meetings.
2. Simulated practice tasks conducted outside of the practicum site.
3. Attendance at professional conferences.
4. Commuting time to and from the practicum site.

Students are required to document their hours utilizing the Practicum Hours Log form provided by the MSW Program. Logs of hours must be submitted to the practicum liaison and/or practicum supervisor upon request. Logs of hours are also reviewed during site visits and signed off on by the student, practicum supervisor, and practicum liaison at the end of each semester.

Practicum Seminar

Every semester that a student is in their placement, they must be concurrently enrolled in the practicum seminar specific to their level of education (SW 711 or 741). The seminar class allows opportunities for students to connect with one another and the instructor to consult, problem-solve, and process their experiences, as well as to learn from one another's experiences. Seminars meet via Zoom at designated times and additionally include assignments that must be completed outside of class. Attendance is required, and a distinct grade is awarded for performance in seminar classes.

Employment-Based Practicum Placements

Practicum placements in an agency in which the student is also employed are permitted but subject to review and approval by the MSW Practicum Director. Employee tasks may qualify as practicum hours when directly linked to the nine CSWE competencies and the level of practice (generalist or advanced) of the student's standing in the program. Practicum supervision may be provided by the same person providing employment supervision as long as practicum supervision time is distinct from employment supervision time and the individual has a master's degree in social work from a CSWE-accredited program. The partnering agency must meet the same approval criteria established for all other agencies partnering with the MSW Program.

Students who wish to complete their practicum experience at their current place of employment must make a formal request to do so by submitting an Employment-Based Practicum Placement Application, along with their other practicum application materials. The application:

1. Must demonstrate that the educational and learning objectives of the practicum experience can and will be accomplished within the parameters of the MSW Program policies and requirements.

2. Must demonstrate how their assignments/tasks will be linked to the nine CSWE competencies.
3. Include a copy of the student's job description.
4. Include an employer letter of approval.

An employment agency may be used as a practicum placement site only when all of the following requirements are met:

1. The agency must be an approved practicum site within the UWSP MSW Practicum Education Program. If the agency is not currently affiliated with the MSW Program, it must go through the screening process and ultimately gain approval. This needs to occur prior to the student starting to accrue practicum hours.
2. The student's practicum placement must be in a program that meets the skill and competency level of the academic program they are currently in (i.e. foundation or advanced), as evaluated and determined by the MSW Practicum Director.
3. Practicum placement learning activities must expand upon the student's current employment responsibilities and must exceed present job skills and knowledge.
4. It is preferred that the student's practicum supervisor and employment supervisor are different people. In instances in which they are the same person, students must have weekly supervision specific to the practicum experience that is separate from employment supervision.
5. The student's employment and practicum hours must be clearly defined.
6. The MSW Program requires that the student has been employed by the agency for a minimum of 30 days prior to submitting an Employment-Based Practicum Application. If an agency requires longer, agency policy takes precedence.
7. Release time for coursework and practicum placement must be assured by the agency.
8. It is up to the agency to determine any compensation implications associated with the placement.
9. A student may not use the same job to complete two employment-based practicum placements. For example, undergraduate or foundation/generalist sites cannot be the same as advanced generalist employment-based sites.

The Practicum Director evaluates each request/ application individually. Once the application is reviewed and additional materials are received, the student is notified regarding the acceptance of the proposal. If the application is approved, the student may coordinate their practicum placement days and hours with their practicum supervisor. If the application is not approved, the MSW Practicum Director indicates reasons for denial of the application and works with the student to determine their next steps for securing a placement.

Practicum liaisons ongoingly assess whether student assignments are directly linked to the nine social work competencies and level of practice. They do this by reviewing student learning plans and reflective summaries, discussing students' activities with them individually and in seminars, and directly asking about this during site visits. Should concern arise that student assignments are no longer linked to the nine competences and level of practice, the practicum liaison and/or MSW Practicum Director meets with the student and practicum supervisor to determine whether assignments can be modified and to develop specific plans. If linking

student assignments to the nine competencies and level of practice is not possible, the employment-based practicum experience may be discontinued.

Should a student become unemployed due to performance in an organization where practicum education has co-occurred with employment, the employment-based practicum placement is discontinued. Should a student become unemployed due to agency budget or other factors outside of the students' performance, as long as the site continues to meet all requirements, the placement may continue as a traditional, non-employment-based practicum placement.

Should an employment-based practicum placement be discontinued through no fault of the student, the MSW Practicum Director works with the student to seek other placement opportunities. Should an employment-based practicum placement be discontinued due to student performance, the student is required to sit out of the practicum education program for a minimum of one semester. They are required to successfully complete a remediation process before being approved for re-entry into another placement.

Other MSW Program Policies

Privacy and Confidentiality

Because of the focus of social work education, it is expected that cases, clients, agencies, and other practice situations are discussed in class and explored in written assignments. The best learning often takes place when real-life examples are utilized to explore and understand course content and concepts. Students are required to disguise the name and any identifying information of clients and other individuals to protect their privacy and to maintain confidentiality. Further, any information revealed in class of a sensitive or confidential nature is not to be discussed outside of the class. When considering whether to share practicum placement information in class (i.e., agency policy, supervision issues, colleague concerns, funding challenges, etc.), students should factor in the best interest and image of the agency. While examples from the field provide opportunities for discussion, learning, and growth, they should not be at the expense of agency privacy. Practicum sites should always be discussed in a respectful, professional manner, even in concerning circumstances.

An important part of social work education is the development of self-awareness. As such, students may be asked to divulge information about themselves during reflective assignments and class activities. Students and instructors are expected to maintain confidentiality with respect to student personal information. Information shared by students within the class context should not be discussed outside of class. Exceptions for upholding student confidentiality include if the student is expressing a threat to themselves or another person, disclosing a situation involving current child maltreatment, or disclosing issues of academic dishonesty.

Whatever the modality, the classroom should be a safe place for learning, inquiring, and expression. Students should participate in virtual class sessions in private locations and/or utilize headphones so that others in the area cannot overhear the information discussed. Students should not allow family, friends, or others to view class discussions in Canvas or other class correspondence that may include identifying or private student information.

The MSW Program maintains a file on all admitted students which contains their application for admission, advising documents, copies of practicum evaluations and other routine correspondence relating to schedules and plans of study. Students are provided with a copy of any formal correspondence involving concerns about their performance in the program that is retained in their file. Students have the right to review their files in the presence of their advisors.

As a professional degree program, the faculty, practicum supervisors, and practicum liaisons maintain the right to discuss students' progress in the program. These discussions are intended to support students and promote their success. Any concerns arising from these discussions that necessitate students' attention will be brought to them by their advisors.

Accommodation of Religious Beliefs

It is UW System policy ([UWS 22](#)) to reasonably accommodate students' sincerely held religious beliefs with respect to examinations and other academic requirements. Students are permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between the student's sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- The student has notified their instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that they request relief from an examination or academic requirement.

Instructors are expected to accept the sincerity of students' religious beliefs at face value and keep requests confidential. They are expected to schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.

Equal Access and Disability Accommodations

Students with conditions that may impact their learning and/or participation in course activities should contact the [Disability Resource Center \(DRC\)](#). The DRC engages in an interactive process with students and identifies appropriate academic accommodations and auxiliary services in accordance with the University's legal obligations. Instructors, students, and DRC staff work collaboratively to establish any necessary adjustments or supports. *Accommodations are rarely applied retroactively so it is vital that students make timely requests.*

Artificial Intelligence Policy

Unless specifically mentioned in a course assignment, AI generated submissions, such as ChatGPT, are not permitted and will be treated as plagiarism. Writing, analytical, and critical thinking skills are part of the learning outcomes for social work courses. As such, all writing assignments should be prepared by the student in order to develop competence and preparedness for the workplace.

Academic Integrity

Academic integrity is foundational to all activities at UWSP. Our learning community focuses on the pursuit of knowledge and meaningful exchange of ideas while fully committing to the values of honesty, fairness, respect, trust, responsibility, and courage that form the basis of academic integrity. Without this commitment, all academic achievements are suspect, and their value is reduced. Your diploma from UWSP should be a reliable indicator that you have gained strong skills, abilities, and knowledge in your field of study through the courses and learning experiences you've undertaken. When the values of courage, honesty, trust, respect, responsibility, and fairness are enacted, we possess academic integrity. Through commitment to a culture of academic integrity in our programs, courses, and inside ourselves, we can feel confident in the value of our degrees.

All work completed by students in the MSW Program must be original and completed individually unless collaboration is explicitly allowed. Plagiarism, fabrication, cheating, helping others commit these acts, and any form of dishonesty compromise the educational process and devalue the achievements of all students. Students should always acknowledge their sources, cite appropriately, and give credit where it's due. If instances of alleged academic dishonesty are identified, appropriate actions will be taken in accordance with the institution's policies ([UWSP Chapter 14](#)). These actions could include revising the assignment, receiving a lower grade or no credit for the assignment, receiving a lower grade for the entire course, or facing greater academic consequences. Dishonesty in academic work is considered academic misconduct and may be shared with the Office of the Dean of Students for further action. Although there may be penalties applied to those who engage in academic misconduct, the biggest cost of such incidents is that they prevent student learning and devalue the degrees our students are working toward. Students should contact their instructors if they are unsure if something might be considered academic misconduct, are struggling to understand the content or an assignment, or have fallen behind for whatever reason.

Grading of Student Work

The MSW Program follows a numerical grading system. Grades are assigned as indicated below, based on the percentage of points students earn on assignments and other requirements in each class. Grades earned are associated with grade points as noted, which are then used for GPA calculation.

Grade	Percent	Grade Points	Grade	Percent	Grade Points
A	94-100	4.00	C	74-77	2.00
A-	91-93	3.67	C-	71-73	1.67
B+	88-90	3.33	D+	68-70	1.33
B	84-87	3.00	D	60-67	1.00
B-	81-83	2.67	F	59 and below	0.00
C+	78-80	2.33			

Incomplete grades are considered only when the cut-off date for withdrawal has passed and in cases of significant hardship beyond the control of the student that prevents completion of the course requirements. Students are advised to communicate proactively with instructors about

challenges that may be impacting their ability to complete classes, as it is up to instructors as to whether to grant incompletes. By University policy, work to remove an incomplete grade must be completed during the following semester, unless an extension is granted by the instructor. Instructors reserve the right to impose more stringent deadlines for the completion of work.

Students have the right to appeal a class grade if they feel the instructor: 1) has not provided students, not later than the end of the second week of classes, a written statement of how grades will be determined, or 2) has failed to assign grades according to the manner described. In such cases, students may follow the grade appeal procedures described on the Academic Affairs website: [Grade Review - Academic Affairs | UWSP](#).

Absences due to Military Service

As stated in the UWSP Catalog, students cannot be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. Students are responsible for notifying their instructors of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. Instructors are expected to provide reasonable accommodation or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Leaves of Absence

A student may wish to pause or end their enrollment in the MSW Program and/or in their practicum experience due to issues of health, impairment, finances, or other life events that have the potential to impede their performance. Such students should notify the MSW Program Director and other appropriate parties (i.e. advisor, MSW Practicum Director, practicum liaison, and practicum supervisor) as soon as possible so that careful planning of termination can take place, particularly with respect to a disrupted practicum placement. Students should meet with their advisors to discuss the circumstances of the leave of absence or withdrawal and discuss potential plans for return.

The curriculum of the MSW Program is cohort-based and sequential. Students who take a leave of absence or withdraw from the program will likely be out sequence upon their return and may be required to wait until the following semester or year to resume courses in the proper sequence. It may also take time to resume the practicum placement component of the program. Students are required to see their advisors prior to resuming studies to discuss any concerns that lead to the leave/withdrawal and how they have been addressed, as well as to plan remaining coursework and practicum. If a student does not resume studies within two semesters of leave/withdrawal from the MSW Program, they must reapply for admission.

Prior to being considered for practicum placement, the student must demonstrate, to the satisfaction of the MSW Practicum Director, that the reasons for discontinuation have been adequately addressed and that the student is ready to carry out practicum responsibilities in a professional manner. If the student is not able to demonstrate this satisfactorily, they will not be able to complete the requirements for practicum and as such, will need to withdraw from the MSW Program.

Academic Standards Policies and Procedures

Academic Standards

UWSP MSW students are evaluated in each course on their academic performance and progress toward achieving the CSWE competencies. Performance is evaluated based on assignments, attendance, and ability to meet deadlines as outlined in each course syllabus.

At the end of each semester, faculty advisors review their advisees' grades to examine their performance. To be considered in good academic standing in the MSW Program, students must:

1. Maintain a cumulative grade-point average (GPA) of at least 3.0.
2. Receive no grades below a C in any graduate social work course.
3. Earn a B- or better each semester of practicum placement.
4. Have no more than two Incomplete [I] grades on their academic record at any given time.

Foundation students must be in good academic standing to move into the advanced year curriculum and practicum placement.

After this review, faculty advisors notify the MSW Program Director of any students of concern, and they connect with such students to gain their perspective and discuss implications. Students of concern are discussed at the next meeting of the MSW Program Committee, which is comprised of all MSW faculty. Failure to progress normatively in either the academic or practicum education components of the MSW program may lead to the need to repeat coursework, disciplinary action, or a recommendation for dismissal from the program. After this meeting, students are notified of actions to be taken and work with their advisors on next steps.

Based on the recommendation of the MSW Program Committee, the MSW Program Director has the right to dismiss a student from the MSW Program. In such cases, the MSW Program Director will provide official written notification of the dismissal to the student via the student's email. Such notification will include notice of the student's right to appeal the dismissal. A student who has been officially dismissed from the MSW Program is not eligible for readmission.

Dismissal from the Program due to Academic Performance Issues or Academic Misconduct

Students violating any of the academic retention standards are allowed a two-semester probationary period in which they can attempt to bring themselves into compliance with the standards while remaining in the MSW Program. This may involve repeating coursework or finishing incompletes, while consulting regularly with their advisor regularly to identify ways to overcome academic challenges they are facing. If, following their probationary period, they are still not in compliance with the retention standards they are dismissed from the program.

Students may also be terminated from enrollment in the MSW Program for reasons of serious academic misconduct. The MSW Program follows the "Student Academic Disciplinary Procedures," Chapter UWS 14 of the Wisconsin Administrative Code, Rules of the Board of Regents of the Universities of Wisconsin in these instances ([UWSP14-Final2019.pdf](#)).

Ongoingly, instructors and faculty advisors notify the MSW Program Director of any students of concern, and they connect with such students to gain their perspective and discuss implications. Students of concern are discussed at the next meeting of the MSW Program Committee, which is comprised of all MSW faculty. Failure to progress normatively in either the academic or practicum education components of the MSW program may lead to the need to repeat coursework, disciplinary action, or a recommendation for dismissal from the program. After this meeting, students are notified of actions to be taken and work with their advisors on next steps.

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Procedures for terminating a student's enrollment in the MSW Program are as follows:

1. When concerns arise regarding student academic performance or conduct in the program, the faculty member involved discusses the concerns with the student. Generally speaking, students should be given the opportunity to improve their performance and/or correct their behavior by having expectations clarified or by developing a plan for improvement.
2. Concerns of a serious nature, those that cannot be resolved, or those that arise due to advisors' regular reviews of student performance are referred to the MSW Program Director.
3. The MSW Program Director requests a meeting with the student to discuss the concerns and gain their perspective. The student is encouraged to bring a support person with them to the meeting.
4. The MSW Program Director then convenes a meeting of the MSW Program Committee for discussion and determination of appropriate action. The student is notified in writing of the time and place of the meeting, members in attendance, the concerns to be addressed, and is advised of the process and potential outcomes. The student is notified of their right to attend the meeting and to bring a support person.
5. At the meeting, all parties are provided with opportunities to present information and discuss the matter. At the close of the meeting, the student is dismissed, and the committee deliberates and reaches a decision. If a consensus decision cannot be reached, the MSW Program Director calls for a vote of the faculty members in attendance.

Potential outcomes of the meeting include but are not limited to:

- a. Development of a contract or plan for the student's further growth and ultimate success within the program.
 - b. Conditional status within the program, along with expectations and procedures identified for a resumption to full status.
 - c. Dismissal from the program.
6. The student is notified in writing within seven working days by the MSW Program Director of the decision, their right to appeal, and the procedures for doing so. Appeals related to academic misconduct decisions must follow the "Student Academic Disciplinary Procedures," Chapter UWS 14 of the Wisconsin Administrative Code, Rules

of the Board of Regents of the Universities of Wisconsin in these instances ([UWSP14-Final2019.pdf](#)). Appeals related to academic performance are made in writing to the Assistant Dean of the School of Behavioral and Social Sciences, who consults with the Dean of the College of Letters and Science to make a determination.

Professional Standards Policies and Procedures

In all activities, the UWSP MSW Program is committed to upholding the ethical standards required of social workers in their relationships with clients, colleagues, co-workers, and members of the public. Students are expected to engage in ethical conduct and decision-making in accordance with the values, ethics and standards established for the profession of social work, as formalized in the [Code of Ethics \(socialworkers.org\)](#). Social work educators have roles in assuring that competent, professional people enter the social work profession. Protection of the integrity of the profession and the rights of clients to quality service requires that graduates from accredited social work programs be prepared to deliver social work services in a professional manner. As such, professional performance of students is ongoingly evaluated.

Professional Performance Standards

In all UWSP MSW activities, including classes and practicum experiences, students are expected to:

1. Conduct themselves ethically, in accordance with the NASW Code of Ethics.
2. Abide by the law, as well as practicum agency and University standards.
3. Demonstrate professional demeanor in behavior, appearance, and communication.
4. Demonstrate suitability for the profession and commitment to the profession's core values of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, and competence.
5. Maintain constructive interpersonal relations with UWSP faculty and staff, practicum agency representatives, fellow students, and other professional colleagues.
6. Treat others with respect and dignity, demonstrating empathy and compassion.
7. Respond to stress, conflict, and disagreement in a respectful and forthright manner.
8. Engage in generating self-awareness and self-care in order to have a state of well-being sufficient to interact positively and constructively with others, as well as follow through on commitments and meet deadlines.
9. Understand and adhere to the policies and procedures detailed in the MSW Student Handbook and the MSW Practicum Handbook.

Examples of unethical or unprofessional conduct include, but are not limited to:

1. Inability or lack of motivation to progress toward achievement of learning goals.
2. Violation of standards outlined in the NASW Code of Ethics.
3. Inability to form adequate relationships with others.
4. Inability to accept feedback in a constructive way.
5. Inability to communicate effectively, orally or in written form, such that performance is seriously affected.
6. Allowing personal values or beliefs to adversely affect professional performance.

7. Disruptive behaviors that undermine the teaching, learning, safety, or morale of others.
8. Inability to perform due to personal problems and unwillingness to seek assistance to address personal problems.
9. Inadequate work skills such as absences and tardiness.
10. A pattern of unwillingness to participate in the learning activities of the program.
11. Inability to recognize and respect personal and professional boundaries.
12. Participation in dishonest, fraudulent, deceitful or misrepresentative behavior.
13. Failure to treat others with respect.
14. Exploitation of others for personal advantage.
15. Non-compliance with field agency policies and procedures, including those that address client privacy and confidentiality.
16. Engaging in inappropriate relationships with clients.
17. Being intoxicated or hung-over during class or when at practicum sites.

Professional Performance Problems

Coursework and practicum experience in an MSW Program entail not only educational objectives, but also the building of professional competencies, with professional responsibilities to clients, social agencies, communities, and the social work profession. In pursuing an MSW, students assume serious responsibilities for appropriate conduct and professional behavior, as they are preparing for advanced professional practice and working with clients who are oftentimes in vulnerable situations. Thus, it is important to recognize and respond to professional performance problems of students early, particularly those of a serious nature.

Some students face challenges and external demands that impair their professional performance, including lack of transportation, financial difficulties, employment obligations, or family responsibilities. Others may be coping with chronic or long-term situations such as a language barrier, physical disability, learning disability, mental health concern, or chronic illness. Such students may perform very well, given the appropriate support. It is the responsibility of students to make the MSW Program Director and other appropriate parties (i.e. other faculty, practicum liaisons, or practicum supervisors) aware of such issues and seek out appropriate sources of support. In instances in which personal challenges compromise student performance in practicum settings, the MSW Practicum Director, practicum liaison, and practicum supervisor have the responsibility to intervene.

Personal or emotional issues of a more serious nature can present great difficulty for students. Such issues may include a serious physical illness or psychological impairment, a life crisis, a serious legal offense, drug/alcohol use, personal instability, or unsuitability for the profession. It is the responsibility of students to make the MW Program Director and other appropriate parties (i.e. other faculty, practicum liaisons, or practicum supervisors) aware of serious issues and to seek out support. Serious personal issues may manifest behaviorally in inappropriate or unethical behavior, excessive absences, noncompliance with practicum agency policy, or competence and skill deficits. Fortunately, serious ethical violations or breaches of confidentiality are rare. The MSW Program has a responsibility to ensure that student behavioral issues don't infringe on the rights, safety, and well-being of other students, faculty, field personnel, clients, and the broader community. The MSW Program also maintains a "gatekeeping" function that requires the screening of students for appropriateness for the profession and allows restriction from entry into

it when serious concerns arise. In instances in which personal challenges impair performance and professional behavior in practicum settings to the extent that client and agency obligations are not being met properly, the MSW Practicum Director, practicum liaison, and practicum supervisor have the responsibility to intervene.

Professional Performance Problems and Dismissal from the Program

Concerns about a student's professional performance may be brought forward by instructors, the MSW Practicum Director, practicum liaisons, or practicum supervisors. In such instances, the MSW Program Director should be notified, and the following process should be followed:

1. Concerns should be fully documented and dated. Documentation may include statements addressing the student's skill assets and deficits, a clear description of the concerning behaviors and/or attitudes, attempted instructional or supervisory interventions, the student's response to those interventions, and the student's current level of functioning.
2. If the concerns are practicum placement-related, the documentation should be submitted to the MSW Practicum Director. If the concerning behavior took place outside of practicum placement, documentation should be submitted to the MSW Program Director.
3. For practicum-related concerns, the MSW Practicum Director calls and conducts/chairs a meeting with the student, practicum supervisor, and practicum liaison. For concerns manifesting outside of practicum placement, the MSW Program Director calls and conducts/chairs a meeting with the student, their advisor, and any other involved instructor or faculty member. In either case, the student may bring a representative of his or her choice to the meeting.
4. At this meeting, all parties are allowed to present information and perspectives related to the student's performance and present recommendations for possible solutions.
5. At the close of the meeting, the student is dismissed, and the remaining parties deliberate and reach a decision as to the next steps. Next steps may include:
 - a. Development of a contract or plan for the student's further growth and ultimate success within the program or in the practicum placement.
 - b. Conditional status within the program or in the practicum placement, along with expectations and procedures identified for a resumption to full status.
 - c. If practicum placement-related, extension of the placement to ensure time to address professional performance concerns.
 - d. If practicum placement-related, termination of the placement. (Practicum supervisors ultimately have the right to discontinue student placement within their agency). A decision for termination will require the student to withdraw from the practicum or receive an "F," depending on the point in the semester in which termination occurs.
6. In cases of termination from a practicum placement, MSW Program personnel further determine whether the student has the option to complete a new placement in a separate agency and any additional requirements that must be met by the student to do so. If not, such termination results in the inability to meet the practicum placement requirements of the MSW Program and as such, the student needs to withdraw from the MSW Program.
7. Documentation of the meeting and the outcome decision is completed by the meeting chairperson and placed in the student's file.

8. The student is notified verbally and in writing within seven working days by the MSW Program Director or MSW Practicum Director. Students who wish to appeal any decision made may follow the due process protections and grievance procedures outlined in the University's Student Handbook. Such students have seven days from the date of notification to appeal the decision.

Student Rights and Responsibilities

Grade Appeal Procedures

A student who wishes to appeal a course grade may do so upon the grounds that the faculty member issuing the grade did not fairly assess the student. The student should take the following steps:

1. Within fourteen days of the incident prompting the appeal, the student shall submit a written appeal to the course instructor. The appeal must describe the unjust assessment, include a specific request for a remedy, and provide rationale for the remedy sought. The faculty member shall provide a written response via email.
2. If the appeal is not granted, the student may request that the MSW Program Committee consider the appeal through a formal hearing. The appeal must be submitted to the MSW Program Director within three calendar days of receiving the Step 1 decision. The faculty member involved in Step 1 may be present during deliberation but may not vote on the appeal. The student receives written notification of the Step 2 appeal via email.
3. If the appeal is not granted, the student may submit a written request for an appeal to the UWSP Coordinator for Grade Review as specified in the University Handbook.

Process for Addressing Student Concerns

To address student concerns about potential violations of their personal or academic rights, the following protocol has been established.

1. The student should first attempt to address their concern with the person thought to have made the violation (e.g. faculty, another student, MSW Practicum Director, practicum liaison, practicum supervisor, or advisor). To practice professionalism when communicating concerns, students are encouraged to approach the process in a professional manner, with discretion, integrity, respect, and effective communication.
2. If after talking to the individual involved, the concern continues, the student should do the following:
 - a. If the concern is with a faculty member or another student, the student should discuss the matter with their advisor.
 - b. If the concern is with their practicum supervisor, the student should discuss the matter with their practicum liaison.
 - c. If the concern is with their practicum liaison, the student should discuss the matter with the MSW Practicum Director.

3. If the concern persists, the student should notify the MSW Program Director, in writing, about the concern. The MSW Program Director will work with the student to address the concern.
4. If the concern continues or is in relation to the MSW Program Director, the student should notify the chairperson of the Department of Sociology and Social Work, in writing, about the concern. The chairperson of the Department will work with the student to address the concern.
5. If the concern continues or is in relation to the chairperson of the Department of Sociology and Social Work, the student should notify the assistant dean of the School of Behavioral and Social Sciences, in writing, about the concern. The assistant dean of the School will work with the student to address the concern.
6. If the problem remains unresolved or is perceived to be of a serious nature, the student may contact the office of the UWSP Dean of Students, which among other responsibilities, responds to concerns regarding student rights. Information on this office and student rights and responsibilities can be found at: [Home - Dean of Students | UWSP](#).

Program Dismissal Appeal Procedure

Students wishing to appeal a dismissal decision must email the MSW Program Director with an intent to appeal. The email must be sent within three days of the dismissal notification that was sent to the student's UWSP email address.

The MSW Program Director will schedule an appeal of the dismissal decision with the student and the MSW Program Committee. The student can bring one representative with them to the appeal meeting. The appeal meeting is a closed meeting and may not be video or audio recorded. The program faculty will hear the appeal and render a decision; the student will be notified of that decision in writing within five (5) business days of the appeal.

If the appeal is not granted, the student may further appeal to the assistant dean of the School of Behavioral and Social Sciences, who consults with the dean of the College of Letters and Science to make a determination. This must be done within 14 days of the appeal hearing.

Student Safety

Sexual Misconduct

UWSP is committed to fostering an environment that is safe, respectful, and inclusive to all and to educate all employees on these important issues. UWSP prohibits all forms of sexual misconduct including sexual assault/rape, domestic violence, dating violence, stalking, sexual harassment, and discrimination based on gender identity, gender expression, or sexual orientation.

UWSP Center for Prevention

The UWSP Center for Prevention is dedicated to helping students understand how the issues of substance abuse and interpersonal violence affect academic, social, emotional, and

physical wellbeing. Their website [Center for Prevention - Center for Prevention | UWSP](#) has many resources for students and others to understand these issues and their effect on student success at UWSP. The Center for Prevention also provides programs, presentations, and training throughout campus focused on substance abuse and interpersonal violence prevention. The Center partners with community organizations to promote a healthy atmosphere in which students and community members can thrive. A reporting mechanism is available for students who have concerns or have experienced interpersonal violence.

Student Safety in Practicum Placements

MSW students may face safety concerns during their practicum placements, as attention to safety is a reality of social work practice. Strategies for maintaining safety are discussed during practicum orientation and practicum seminar sessions. Students should additionally discuss safety strategies with their practicum supervisors, as particular agencies may have policies and resources in place. In advance of starting their first practicum experience, students are encouraged to review the information on social work safety provided by NASW [Social Work Safety \(socialworkers.org\)](#) and speak with their advisors about any concerns they may have.

Student Opportunities to Shape the MSW Program

The MSW Faculty are responsible for setting and implementing MSW Program policies. These policies include the content of the curriculum, the process for admission, the time and frequency of course offerings, and many other decisions that directly affect students. Students have the right, and are encouraged, to have input into the policies and procedures associated with the program. The program invites and welcomes student participation and feedback as we work together to deliver a high-quality program that prepares skilled social work practitioners. Student feedback is critical to helping the MSW Program undergo ongoing evaluation and curricular improvements. Students have the right and opportunity to participate in formulating and modifying policies in the following ways:

1. Any individual or group of students may discuss an idea or concern with a faculty member and ask that faculty member to bring it to a MSW Program Committee meeting. It is strongly suggested that students put their ideas or concerns in writing so that the faculty member accurately represents them.
2. Any individual or group of students may request the MSW Program Director to schedule a time at a MSW Program Committee meeting during which the student or group can present their own ideas or concerns. A request for this should be made with the realization that the student presentation cannot necessarily be scheduled to occur at the very next meeting.
3. Two students are invited/selected each academic year to participate as members of the Social Work Advisory Committee, one from the foundation year and the other from the advanced year. These students are invited to Advisory Committee meetings, which take place at least twice per academic year, to provide input and feedback on issues being addressed. Meetings are held via Zoom, and if a student is unable to attend, they are encouraged to connect with the MSW Program Director to share any input and feedback they may have.

4. Once per academic year, a town hall style meeting will be held during which students can voice their feedback and concerns about the MSW Program.
5. Students provide feedback on course content, instruction, and program policies and procedures through course evaluations, student surveys, exit surveys, and alumni surveys. It is the student's responsibility to provide accurate feedback on both strengths and challenges in the program.
6. Exit surveys are utilized for students to provide feedback on various aspects of the implicit curriculum.

Student Services at UWSP

Tutoring and Learning Center

The UWSP Tutoring and Learning Center ([Home - Tutoring-Learning Center \(TLC\) | UWSP](#)) is an excellent resource for students in need of additional guidance and support to accomplish their academic goals. They provide a variety of online and in-person services to assist students with their reading, writing, computer, and subject-specific skills.

Counseling Center

The UWSP Counseling Center ([Home - Counseling Center | UWSP](#)) provides in-person and tele-mental health counseling and psychological services to students at UWSP. Students may meet with mental health professionals for a variety of reasons including but not limited to self-esteem, anxiety, worry, depression, relationship problems, career indecision, and the stress of being a student.

Disability Resource Center

The mission of the Disability Resource Center (DRC) ([Disability Resource Center \(DRC\) - University of Wisconsin-Stevens Point \(uwsp.edu\)](#)) is to ensure that qualified students with disabilities are provided equal access and accommodations appropriate to their disability in all UWSP programs and academic pursuits. Inherent in the mission statement is the commitment to abide not only to the letter but the spirit of the law; Section 504 of the Rehabilitation Act-1973 and the Americans with Disabilities Act-1990.

Academic and Career Advising Center

The Academic and Career Advising Center [Home - Academic and Career Advising Center \(ACAC\) | UWSP](#) staff provides assistance to UWSP students and alumni through individual contact, group presentations, classroom instruction, their website, and print materials accessible the office resource room. Academic and Career Advising Center staff assist with exploring careers, preparing for job search, resume writing, interviewing skills, locating jobs, and other career-related needs.

Student Experience and Transformation Office

The primary mission of the [Student Experience and Transformation - University of Wisconsin-Stevens Point](#) (SET) is to provide academically and culturally integrated transformative experiences. SET empowers student development, connects first-generation students, and

celebrates all students' lived experiences and campus communities. In addition to the main SET Office, SET oversees the Multicultural Resource Center, the Queer Resource Center and the Native American Center.

Dean of Students Office

The personnel in the Dean of Students Office [Home - Dean of Students | UWSP](#) focus on connecting students to resources and navigating potential challenges they may face during their time at UWSP, whether academic, conduct-related, or personal.

Financial Aid and Veterans Services

This office [Home - Financial Aid and Veteran Services | UWSP](#) is available to help students with the financial aid process, military benefits, and other options available to finance their education.

Student Health Services

While some health services are only available in person, basic consultation, information, and referral services may be used from a distance. MSW Program students are eligible for services through [Home - Student Health Service | UWSP](#).

Graduation and Beyond

There are many things for students to consider as they approach graduation. Students are encouraged to discuss options with their advisors, practicum supervisors and colleagues, and to visit the [Home - Academic and Career Advising Center \(ACAC\) | UWSP](#).

Social Work Certification

Each state has a different process for certifying and/or licensing social workers. In Wisconsin, the State of Wisconsin Department of Safety and Professional Services ([DSPS Home \(wi.gov\)](#)) facilitates this process. The title of "social worker" is protected in Wisconsin. Only those with social work certification/licensure are permitted by law to utilize it. Therefore, one must be certified/licensed as a social worker to gain employment in certain positions. Not all social service jobs require social work certification.

Though there are multiple levels of certification/licensure in Wisconsin, MSW students graduating from CSWE-accredited schools of social work are eligible for the basic Advanced Practice Social Worker (APSW) certification. Students are strongly encouraged to review information about social work certification at the Department of Safety and Professional Services website and to talk with their advisors for clarification if needed. Additional information is provided in the Canvas-based MSW Student Center. Social work certification involves an application, fee, and exam process, as well as certain requirements for maintaining certification once it is earned. NASW WI offers information about exam preparation workshops. Students are encouraged to review their website for details: [Home \(socialworkers.org\)](#).

Employment

MSW graduates are eligible for employment in a wide variety of practice areas including child and family, clinical, mental health, substance abuse, medical, aging, disabilities, and criminal justice, and more. In addition to the resources provided at the UWSP Academic and Career Advising Center website, students should visit the Canvas-based MSW Student Center for information and resources pertaining to employment opportunities.

The National Association of Social Workers (NASW)

NASW) is the largest membership organization of professional social workers in the world, with 145,000 members. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. MSW students are encouraged to become members of NASW, and special student rates are available. Students should visit the NASW website for additional information: [NASW Home \(socialworkers.org\)](http://socialworkers.org).

MSW Program Assessment

As a professional degree program accredited by the Council on Social Work Education (CSWE) and consistent with the assessment policies of UWSP, the MSW Program undertakes a detailed, ongoing assessment of student achievement and learning outcomes. This process includes evaluations of student performance in practicum education, surveys upon exiting the MSW Program, and course-embedded assessments. Further, assessment of the supervisors and sites associated with the Practicum Education Program is conducted on an ongoing basis. MSW students are expected to participate in program assessment when directed to do so. It is essential to the program's accreditation and ongoing improvement process.

Concluding Remarks

The faculty, staff and administration associated with the UWSP MSW Program are committed to providing students with a quality learning environment that prepares them for an exciting career in social work. We value input from students, practicum personnel, and the broader community to ensure that the program remains responsive to their needs and those of the social work profession over time. Please contact the MSW Program Director with any questions or input you may have.