

**WHITNEY M. YOUNG, JR.  
SCHOOL OF SOCIAL WORK  
BSW PROGRAM**

**OFFICE OF THE DEAN**

Thayer Hall

Telephone: 404-880-8555

**Brief History of the Whitney M. Young, Jr., School of Social Work**

The first school of social work for African-Americans was established in 1920 as the Atlanta School of Social Work. This was an independent institution whose mission was to provide professional education for African-Americans. The institution's overall objective was to assist individuals in their quest to obtain knowledge and skills necessary to serve the African-American community.

The early curriculum of the Atlanta School of Social Work reflected the belief that those serving African-American people needed not only basic social work education but also additional learning directed specifically towards the African-American community. Forrester B. Washington, Director of the Atlanta School of Social Work from 1927 to 1947, and the Atlanta University School of Social Work from 1947 to 1954 noted in his writings, "The existence of black people in a predominantly unsympathetic hostile world is sufficient for specialized training for social work in the black community; for this position the writer makes no apologies."<sup>1</sup>

Membership in the American Association of Schools of Social Work was granted to the Atlanta School of Social Work in 1928, which made it the first African-American School of Social Work to be accredited in the world. On September 1, 1947, the Atlanta School of Social Work gave up its independent charter and became a part of Atlanta University. When the American Association of Schools of Social Work was renamed the Council on Social Work Education in 1952, the Atlanta University School of Social Work became a chartered member.

In 1988, Atlanta University School of Social Work, formerly known as Atlanta School of Social Work, became Clark Atlanta University School of Social Work. Two years later (2000) Clark Atlanta University named the School of Social Work after its first dean, Whitney M. Young, Jr.

The Whitney M. Young, Jr., School of Social Work (WMYJSSW) has maintained its accreditation from the Council on Social Work Education (CSWE) Commission on Accreditation since 1952. The Baccalaureate Social Work Program was established at Clark College in 1979 and accredited in 1981. Both programs have been continuously reaccredited, since their accreditation date. Fundamental to the Whitney M. Young, Jr., School of Social Work mission, goals, and objectives is the fostering in students of a commitment to serve oppressed populations and to promote social and economic justice. Hence, the Mission of the School is shaped by its rich history and by its particular focus on educating African-American social workers. Its doors, however, have always been open to students from other racial, ethnic, cultural, and socioeconomic background.

In order to prepare culturally competent social work professionals that are guided by an Afrocentric Perspective and capable of addressing the global challenges of the 21<sup>st</sup> Century, the

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<sup>1</sup> Washington, Forrester B. (1935). "The need and education of Negro social workers." *Journal for Negro Education*. Vol. IV. P. 84.

Whitney M. Young, Jr., School of Social Work recognizes the need to reposition itself as a regional and national educational resource center, with international acclaim. As such, the School's curriculum and program initiatives address the ongoing complexities of social and economic justice at the regional, national and international levels. The School of Social Work currently serves as a model for collaboration with systems of all sizes. Its educational program and model initiatives address the need to explore the impact of social, economic and racial disparity issues, especially those affecting the health and well-being of African-American children and families, with a special emphasis on the African-American male within the context of family, and develop alternative methods to reduce the disparities among these groups.

## **MISSION**

### **Whitney M. Young, Jr., School of Social Work Mission Statement**

The mission of the Whitney M. Young, Jr., School of Social Work is to advance the aims of the profession through education for excellence in social work practice. The School utilizes an Afrocentric perspective and autonomous social work practice model heavily guided by humanistic values, and seeks to educate students who demonstrate a heightened sense of social consciousness to be creative, responsible social work professionals committed to the search for solutions to problems of poverty and varied forms of oppression in society while preserving the heritage of African-American people. The emphasis is to prepare graduates to search for solutions to problems, especially as they affect the African- American community, with a focus on children, families, and males within the context of family and community. The School is committed to the core values of the profession, including the promotion of social justice; a responsibility to serve oppressed, at-risk members of society; and the responsible application of professional values and ethics in practice. A liberal arts foundation provides the base upon which the professional self is shaped.

### **BSW Program Mission Statement**

The mission of the baccalaureate social work (BSW) program at the Whitney M. Young, Jr., School of Social Work is to prepare undergraduate students who have a heightened sense of social consciousness for entry-level generalist practice with individuals, families, groups, organizations, and communities. The School utilizes an autonomous social work practice model to prepare culturally competent practitioners capable of intervening and working with systems of all sizes and resolving problems that particularly affect African-American children, families, and males within the context of family and community. The curriculum is built upon a liberal arts base that integrates an Afrocentric perspective guided by humanistic values. Graduates are prepared to address social and economic justice issues at the local, regional, national and international level.

## **THE UNDERGRADUATE PROGRAM IN SOCIAL WORK**

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### **PURPOSE OF BACCALAUREATE SOCIAL WORK**

The BSW Program offers a professional degree and prepares majors for professional entry-level practice in social work or for graduate studies. The Undergraduate Program in Social Work is structured to provide students with the opportunity to develop a broad background in social and behavioral sciences. Theoretical knowledge of individual behavior, practice, policy, research

and a field practicum are integral components of the curriculum. The development and modification of social policy, practice skills in interviewing, research, and methods of intervention are required social work courses that prepare students for social work generalist practice. In addition to the required courses in the major, students are expected to gain practical experience through a field practicum in a social work agency during their senior year.

### **PROGRAM GOALS**

The Baccalaureate Social Work Program has four goals, which reflect the stated mission of the Whitney M. Young, Jr., School of Social Work and Clark Atlanta University. These program goals are consistent with the purposes, values and ethics of the social work profession. They are as follows:

- Prepare students for beginning entry-level generalist social work practice with diverse groups without discrimination and with respect, knowledge of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sexual orientation and the relationships between human behavior and the social environment across the lifespan which incorporates the Afrocentric Perspective and the values and ethics of the social work profession.
- Prepare students as entry-level social work generalists who link social research and social service practice by applying research findings to practice, and by evaluating their own practice.
- Prepare students for entry-level generalist social work practice with systems of all sizes.
- Prepare students for lifelong learning and critical thinking through an educational process that combines a liberal arts foundation with professional social work education and prepares them for graduate education in social work.

### **ADMISSION REQUIREMENTS**

Students interested in becoming a social work major must meet the following criteria:

- Admission to the University;
- Formal declaration of an interest in social work (Identify as a pre-social work major);
- Completion of the BSW Liberal Arts requirements;
- Completion of two undergraduate social work courses: Introduction to Social Work (USW 200) and Introduction to Professional Helping (USW 202) with a "B" or better in each;
- Grade Point Average (GPA) 2.5 or better;
- Completion of an application to the BSW Program, which may be obtained from the School of Social Work Office of Student Affairs; and
- Completion of an interview with a BSW Program faculty member. (This interview is to ascertain students' interest and readiness for entry-level professional social work education.)

All transfer students must contact the Director of the Social Work Program prior to or no later than, the registration period. The Baccalaureate Social Work Program does not give credit for life experience or previous work experience under any circumstances. All Whitney M. Young, Jr., School of Social Work BSW majors must take field education at Clark Atlanta University.

## **DEGREE REQUIREMENTS**

The current degree program offered by the Baccalaureate Social Work Program is the Bachelor of Social Work Degree (BSW). The Program requires the following BSW courses, which must total sixty (60) hours of study.

## **DESCRIPTION OF REQUIRED COURSES**

All Social Work majors must complete the following required courses:

### **Prerequisites**

#### **CUSW 200: Introduction to Social Work.**

##### **3 credits**

This is the first course for students expressing an interest in the field of social work. The course selectively traces the development of social work from early volunteer efforts to the present organizations in social welfare. The emergence, development and changing nature of social needs and services are selectively analyzed. The course also introduces students to the development of social work practice as a professional and to the various fields of social work practice and career opportunities.

#### **CUSW 202: Introduction to Professional Helping.**

##### **3 credits**

This course is a study in self-assessment, including values clarification, problem solving, and interviewing skills for career choices in social services. The course includes directed field observation experience of at least fifty (50) clock hours, during which students work in an agency, community, or other social-service environments using a generalist framework.

### **Major Core Courses**

#### **CUSW 300: Social Welfare Policies and Services.**

##### **3 credits**

This course is designed to familiarize students with policy formation and policies related to social welfare legislation and corresponding organizational structures, programs, services and clients.

#### **CUSW 301: Social Research Methods for Social Work Practice I.**

##### **3 credits**

The course is an introductory course on social work research within a historical context, including its evolution. The course links research and practice as they are guided by ethics, values, theory and informed consent procedures. The course takes students through the research problem formulation, methods for answering research questions (qualitative and quantitative methods – interviews, surveys, case studies); and the major components of research design (sampling, measurement, design, and procedures). Finally the course examines the methods used for evaluating practice effectiveness. The primary vehicle for implementing the course is a practice-based research proposal.

### **CUSW 302: Social Research Methods for Social Work Practice II.**

#### **3 credits**

The course is an introduction to descriptive and inferential statistics necessary for generalist social work practice. In addition to teaching about the uses of statistics, the course will include hypothesis testing, correlation, and bivariate relationships. Students will learn to analyze, present, and interpret data utilizing statistics and methodologies learned in the prerequisite course using the Statistical Package for the Social Sciences (SPSS) computer application for data analysis. *Prerequisite: USW 301*

### **CUSW 350: Issues of Health Disparities Among Minority Populations.**

#### **3 credits**

This course is designed to introduce students to selected issues of health disparities dominant among minority populations. The course is divided into three modules: (1) review of current knowledge of the major health disparities; (2) review of community-based programs designed to address health disparities; and (3) review of research methodologies and best-practice approaches to address the issues of health disparities in the United States.

### **CUSW 360: Interpersonal Skills Laboratory.**

#### **3 credits**

The objective of this course is to enhance basic social work skills such as interviewing, problem solving, time management, technical writing, group processing, and empathic understanding. This course is also designed to assist student in developing communication and problem-solving skills with individuals, families, groups, communities and organizations; identifying community resources, and conducting organizational analysis. *Prerequisites: CUSW 200, 202, 300*

### **CUSW 401: Human Behavior and the Social Environment I.**

#### **3 credits**

This course is the first of two BSW level courses designed to provide social work students with knowledge of human behavior and development over the life span. Focusing on the life stages of conception through adolescence, the course introduces students to multiple factors that influence the reciprocal relationship between the person and the environment. Emphasis is placed on the individual, his/her membership in families, groups, organizations and communities. Students will explore social, psychological, biological, cultural and societal factors affecting human growth and development with special emphasis on each stage of development. A variety of traditional and alternative theories are explored from an ecological and systems perspective. The course places special emphasis on utilizing an Afrocentric perspective and a strengths perspective to work with systems of all sizes. *Prerequisites: CUSW 200, 202, 300, 360 (Concurrent, CUSW 403, 405/S.)*  
**Non-social work majors must get approval to take this course.**

### **CUSW 402: Human Behavior and the Social Environment II.**

#### **3 credits**

This course is the second BSW course in the human behavior and social environment content area. It extends the breadth and depth of knowledge and values introduced in Human Behavior I, to include young adults through late adulthood and issues of death and dying. Further, the course provides a framework which students can utilize to explore, analyze, process, and synthesize a range of behavioral constructs and contemporary social

problems referenced and supported by findings in the literature. *Prerequisite: CUSW 401* (Concurrent, CUSW 404, 406.) **Non-social work majors must get approval from the Dean to take this course.**

### **CUSW 403: Practice Competencies I.**

#### **3 credits**

The purpose of this course is to pursue and obtain a synthesis of knowledge, values, and skills, for its integration into appropriate and effective helping strategies, i.e., theoretical models, the problem-solving method and group application skills, for professional practice with individuals, families, groups, and communities. *Prerequisites: CUSW 200, 202, 300, and 360.* **Only Declared Social Work Seniors may enroll in this Course and the Continuum.**

### **CUSW 404: Practice Competencies II.**

#### **3 credits**

This course is the continuation of CUSW 403 and is designed to provide students with skills in supervision, consultation, and autonomous work habits. The course also requires greater involvement with other professionals on behalf of individuals, groups, families, communities and agencies. Emphasis is on teamwork in agencies and organizations; techniques for interpreting and applying organizational policies and mandates. *Prerequisite: CUSW 403.*

### **CUSW 405: Field Instruction I.**

#### **6 credits**

This course is an educationally directed practicum in a social service setting. A "generalist" teaching/learning framework is utilized to ensure that students have direct engagement with values clarification, agency structures, policies, clientele, and variously related individuals, groups, families, communities, and organizations. Students are required to complete two hundred and forty (240) clock hours while concurrently enrolled in CUSW 401 (Human Behavior I) and CUSW 403 (Practice Competencies I), and (USW 405 Field Instruction I). Students are in the field for two (2) days a week for Field Instruction I. *Prerequisites: CUSW 200, 201, 300, 360; Co-requisite: CUSW 401, 403.* **Only Declared Social Work Seniors may enroll in this Course and the Continuum.**

### **CUSW 406: Field Instruction II.**

#### **6 credits**

This course emphasizes evaluation, planning assessment, research, and the relationships of these activities to improved social services delivery. Students are required to complete two hundred (200) clock hours while concurrently enrolled in CUSW 402 (Human Behavior II) and CUSW 404 (Practice Competencies II), and CUSW 406 (Field Instruction). Field Instruction consists of lectures and discussions designed to integrate and synthesize theory of social service administration with practice. Field Seminar II is also designed to facilitate students' acculturation to the social work profession by providing opportunities for students to assimilate their experiences and to develop a realistic balance between the theoretical concepts discussed in the classroom and the real work of providing social services to clients.

*Prerequisite: CUSW 405/S; Co-requisite: CUSW 402, 404*

**CUSW 411: Social Work and Social Philosophy.****3 credits**

This course examines the construction, use, and assessment of social work theory in social work practice. Students are introduced to theories, concepts and practice skills needed in social work practice with individuals, families, communities, and organizations. Theoretical perspectives to be examined include reflective-therapeutic, socialist collectivist and individualist-reformist views. Radical and critical theories are also examined with a focus on structural rather than personal explanations of social problems and concern for inequality and oppression. The course integrates concepts related to social work values and ethics, diversity, promotion of social and economic justice, and empowerment of human beings.

**CUSW 412: Mental Health of Diverse Groups****3 credits**

The objective of this course is to relate the need for mental health services to the provision of these services for diverse group members based on their (1) demographic characteristics; (2) problems; (3) treatment needs, etc. Students are expected to become particularly knowledgeable about mental health needs, and services available to meet the needs of such diverse groups as: African-Americans, Hispanics, Native Americans, physically handicapped, migrant workers, women, and the elderly. The life situations that affect the behavior of these particular populations are examined from an ecosystems perspective in an effort to understand the mental health problems that emerge.

**CUSW 413: Child Welfare Programs and Services.****3 credits**

This course will cover knowledge, concepts and tools associated with contemporary child welfare practice. The course reflects a strengths-based, family-centered approach to child welfare practice. The welfare of the child cannot and will not be considered separate from the families of which they are a part. Major social work roles, activities, tasks and skills will be explored, along with concerns and issues in implementation. Program examples and case studies will be used to identify and illustrate the application of skills and techniques introduced. Developmental stages of families and children and related needs will be explored. The course will focus on micro, mezzo, and macro considerations in providing child welfare services. Emphasis will be placed on the identification of child maltreatment, reporting procedures, and continuing professional interaction with children and families from a community-based and multidisciplinary perspective. The course integrates the concepts of cultural competence, social and economic justice, values, ethics, and of populations at risk throughout the content.

**CUSW 415: Issues in Child Welfare: Abuse, Neglect and Investigation.****3 credits**

This course is designed to provide students with general knowledge and information on the subject of child abuse and neglect and places emphasis on the assessment, diagnosis, and treatment of child abuse and neglect. Upon completion of the course, student should have a general knowledge and understanding of the various forms of child abuse and neglect. Students should also have knowledge of child abuse investigations, interviewing techniques as well as knowledge of available community resources to both prevent and treat child abuse.

## **CUSW 416: Social Work Practice with the Aged.**

### **3 credits**

This course is designed to assist students in developing competence in the delivery of service in an interdisciplinary organizational environment, which serves the elderly populations. Students will explore the nature of social work practices with the elderly in a variety of services; utilization of the problem-solving process; and skills required for interdisciplinary collaboration and intervention with the elderly.

### **Liberal Arts Requirements**

In addition, students must have completed, with a GPA of at least 2.5, or be enrolled in the following courses at the time they apply for admission:

<b>Liberal Arts Courses</b>	<b>Credit Hrs</b>
(2) First-Year Seminar (100/101)	<u>  2  </u>
(2) English Composition (105/106)	<u>  6  </u>
(2) Foreign Language (201/202)	<u>  6  </u>
History	<u>  3  </u>
Humanities	<u>  3  </u>
Computer Application	<u>  3  </u>
(2) Mathematics (103/104)	<u>  6  </u>
Philosophy/Religion	<u>  3  </u>
General Psychology	<u>  3  </u>
Biological Science/Gen. Biology	<u> 3/4 </u>
Politics & Global Issues	<u>  3  </u>
Principles of Economics	<u>  3  </u>
Intro to Sociology	<u>  3  </u>
<u>  17  </u>	<u>  47  </u>
<b>TOTAL COURSES</b>	<b>CREDIT HRS</b>

### **MODEL – PROGRESSION OF STUDY**

The following outline illustrates the way in which courses are arranged for a degree in social work. This is the recommended plan of study for a Bachelor's Degree in Social Work.

### **BACHELOR OF SOCIAL WORK**

#### **Plan of Study (123 hours)**

#### **FRESHMAN YEAR**

##### **First Semester: 16 hours**

CENG 105	English Composition I	(3)
CMAT 103	Algebra I OR	
CMAT 105	Pre-Calculus I	(3)
CBIO 101	Biological Science	(3) OR
CBIO 111	General Biology I	(4)
CPSC 106	Politics & Global Issues	(3)
CSTA 101	Fundamentals of Speech	(3)
CGED 100	First-Year Seminar	(1)

##### **Second Semester: 16 hours**

CENG 106	English Composition II	(3)
CMAT 104	Algebra II	(3) OR
CMAT 106	Pre-Calculus II	(3)

CPHY 102	Physical Science	(3) OR
CPHY 102	Earth Science	(3) OR
CBIO 112	General Biology II	(4)
CPSY 211	General Psychology	(3)
CCIS 100	Info. Tech & Computer Applications	(3)
CGED 101	First-Year Seminar II	(1)

## SOPHOMORE YEAR

### First Semester: 15 hours

CUSW 200	Introduction to Social Work	(3)
CSCJ 215	Introduction to Sociology	(3)
CECO 250	Principles of Economics	(3)
CHIS 201	U.S., Africa & the World I	(3)
CFL 201	Intermediate Language I (Recommend Spanish)	(3)

### Second Semester: 16 hours

CUSW 202	Introduction to Professional Helping	(3)
CHIS 202	U.S., Africa & the World II	(3)
CENG 201/202	World Literature I or II	(3)
CHUM _____	Humanities	(3)
CFL 202	Intermediate Language II	(3)
CPED _____	Physical Education	(1)

## JUNIOR YEAR

### First Semester: 15 hours

CUSW 301	Social Research Methods for Social Work Practice I	(3)
CUSW 350	Issues of Health Disparities Among Minority Populations	(3)
CUSW 360	Interpersonal Skills Laboratory	(3)
CUSW 411	Social Work and Social Philosophy	(3)
CPHI 105	Critical Thinking	(3)

### Second Semester: 15 hours

CUSW 300	Social Welfare Policy	(3)
CUSW 302	Social Research Methods for Social Work Practice II	(3)
CUSW 412	Mental Health of Diverse Groups	(3)
CUSW 413	Child Welfare Programs & Services	(3)
C_____	Open Elective	(3)

## SENIOR YEAR

### First Semester: 15 hours

CUSW 401	Human Behavior and the Social Environment I	(3)
CUSW 403	Practice Competencies I	(3)
CUSW 405	Field Instruction I	(6)
CUSW 415	Child Welfare: Abuse, Neglect & Investigations	(3)

**Spring Semester: 15 hours**

CUSW 402	Human Behavior and the Social Environment II	(3)
CUSW 404	Practice Competencies II	(3)
CUSW 406	Field Instruction II	(6)
CUSW 416	Social Work Practice with the Aged	(3)

**Financial Aid**

The School awards a limited number of partial tuition scholarships based on scholastic achievement and financial need. In addition, there may be special projects that provide a few grants and or traineeships on a competitive basis. To receive federal, state or institutional financial aid at CAU, a student must complete a Free Application for Federal Student Aid (FAFSA). The Federal School Code is 001559. One can apply for a federal loan through the internet. The internet address is: [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov). The deadline for submission of the Financial Aid Application is April 1. Information about financial aid can be obtained by contacting:

**Clark Atlanta University**  
**Office of Student Financial Aid**  
223 James P. Brawley Dr., S.W.  
Atlanta, Georgia 30314  
Telephone: (404) 880-8992  
Fax (404) 880-8070