



CLARK ATLANTA UNIVERSITY

*Whitney M. Young, Jr., School of Social Work
Clark Atlanta University*

Master of Social Work Program Handbook

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Preface

The MSW Program Student Handbook is designed as an important resource to help students understand and utilize the policies, procedures, and programs of the Clark Atlanta University's Whitney M. Young, Jr., School of Social Work. It is the responsibility of every member of the school to familiarize themselves with the contents of this Handbook.

Students participate in policy development, modifications and changes in policies and procedures that govern the School through involvement on various School committees and the School of Social Work Student Organization.

RESERVATION OF RIGHTS: The provisions of this Handbook shall not be construed as a legally binding contract between the student, the School and the University. This manual is intended for the guidance of Clark Atlanta University's Whitney M. Young, Jr., School of Social Work students and faculty. The manual sets forth policies, curriculum, and procedures, but the School of Social Work reserves the right to amend this handbook at any time and without notice to reflect modifications in policy, law, or regulation. The manual is not intended and should not be regarded as a contract between the School of Social Work and any student or other person.

University Accreditation

Clark Atlanta University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award undergraduate, graduate, and professional degrees as well as certificate programs. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 Extension 4504 for questions about the accreditation of Clark Atlanta University.

School of Social Work Accreditation

Whitney M. Young, Jr., School of Social Work is accredited by the Council on Social Work Education. Contact The Council on Social Work Education at 1701 Duke Street, Suite 200, Alexandria, VA 22314 or call 703-683-8080 for questions about the accreditation of Whitney M. Young, Jr., School of Social Work.

Jenny Jones, MSW, PhD, ACSW

Dean of the Whitney M. Young, Jr., School of Social Work



Greetings! On behalf of the faculty, and the staff of the Whitney M. Young, Jr. School of Social Work, it is my pleasure to welcome you to Clark Atlanta University. We are glad that you have selected Clark Atlanta University, Whitney M. Young Jr., School of Social Work for your social work education.

The School of Social Work is the first historically black school to be accredited in the world, and the first school of social work to be accredited in the State of Georgia. For close to 100 years, Whitney M. Young, Jr., School of Social Work has maintained an outstanding reputation for producing competent social workers who become leaders in agencies, organizations, communities and universities. To that end, our goal is to provide you with a stimulating and enriching learning environment, which has been designed to support your

development as a professional social worker.

This handbook provides information about the Master of Social Work (MSW) Program at the Whitney M. Young, Jr., School of Social Work, and it is designed to answer basic questions you may have about Program. The handbook is a useful and essential resource during your time in the program. The information in this handbook includes the description of the MSW program curriculum as well as the School's relevant policies and procedures. You will also find that the handbook contains helpful contact information for the faculty and staff.

I encourage you to become familiar with the information contained in the handbook. More information about the School or the academic policies of the Graduate School and Clark Atlanta University may be found by visiting the School of Social Work website at www.cau.edu. While you are here, I hope your experience in graduate education is a rewarding one.

Jenny L. Jones

Dean and Professor

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OVERVIEW

Brief History

Clark Atlanta University was formed through the consolidation of Clark College (1865) and Atlanta University (1865) in July 1988. The School of Social Work was founded in 1920 and incorporated under the laws of the State of Georgia in 1925. Membership in the American Association of Schools of Social Work was granted in 1928. When the Council on Social Work Education succeeded this accrediting body in 1952, the School became a chartered member and has maintained its accreditation since that time. In 2000, Clark Atlanta University named the School of Social Work after its first dean, Whitney M. Young, Jr.

The School offers three degree granting programs: the baccalaureate of social work degree, the master of social work degree, and the doctor of philosophy degree in social work.

The Whitney M. Young, Jr., School of Social Work has the distinction of being the first historically black school of social work in the world. The school expresses through its mission, program goals and objectives the mandate of Atlanta University's Motto, "I'll find a way or make one." The School's commitment to prepare students, particularly African Americans, for careers in the social work profession and as advocates for social justice has not wavered since its founding.

NASW Code of Ethics

Code of Ethics: The National Association of Social Workers has codified a set of standards regarding professional responsibility to clients, social work colleagues, employing organizations, the social work profession, and society. The Code of Ethics is available online: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>. (See Appendix A).

MSW PROGRAM MISSION, VISION, GOALS AND OBJECTIVES

The Whitney M. Young, Jr., School of Social Work (WMYJSSW) Master of Social Work (MSW) program offers a clinical practice degree and prepares social work practitioners with the competencies and skills necessary for effective clinical practice in a variety of social work roles. The School's three educational and integrative themes: Autonomous Social Work Practice Model; Afrocentric Perspective; and Humanistic Values are incorporated in both the generalist and advanced curriculum.

MSW Program Mission Statement

The mission of Whitney M. Young Jr., School of Social Work is to provide and prepare clinical social work practitioners as leaders who pursue social justice with a commitment to service with diverse populations, address disparity issues that prevail globally and engage in competent practice.

MSW Program Vision Statement

The vision of the Master of Social Work Program is to create social work professional program practitioners with knowledge, values and skills for research, advocacy, and practice to be effective and culturally competent with a strong impact on diverse global populations.

The three mission statements (University, School, and MSW Program) highlight the value of leadership and diversity. In order to lead, compete, and practice effectively on a local, national and global level, MSW students must have an appreciation for human diversity that builds on clients' strengths and empowerment. Implicit in the mission statement is an appreciation of human diversity, which is reflective of the contextual environment in which the program is embedded. The mission preserves the significance of the profession's quest for pursuing social and economic justice for all people, especially those who are oppressed, and seeks to produce graduates who are able to advance the purposes of social work education and address social, economic, and racial disparity issues that prevail on national and global levels.

MSW Program Goals

1. Prepare graduate students for service in the social work profession as competent advanced direct social work practitioners.
2. Prepare students to apply multiple theoretical frameworks and practice models to work with client systems of all sizes to resolve complex social issues.
3. Prepare students for ethical and culturally competent practice with diverse systems of all sizes, including the ability to utilize an Afrocentric Perspective to resolve complex social issues and to promote and advocate for social and economic justice.
4. Provide students with social work research, knowledge, values, and skills that will enable them to provide leadership in service delivery systems on a global level.
5. Prepare students to use technology appropriately to ensure competent and ethical practice and provide access to opportunities that enhance their personal and professional growth.

MSW Program Objectives

1. Develop a professional identity as a social worker by applying professional values and ethics to direct social work practice.
2. Practice with a high degree of autonomy and proficiency at the advanced level by synthesizing and applying knowledge and skills acquired in the Children and Families or Health/Mental Health focus areas.
3. Serve as advocates for social justice by applying culturally competent practice with diverse client systems.
4. Use critical thinking skills to analyze, evaluate, and apply research findings to practice, including evaluating ones' own practice, to effectively practice with, and on behalf of, diverse populations.
5. Use effective intervention models that build on clients' strengths to address local, national and international social problems.
6. Demonstrate the ability to influence social policies that enhance service delivery systems.
7. Practice personal reflection and self-correction to assure continual professional development.
8. Develop a professional identity as a social worker by participating in social service networks.

CURRICULUM OVERVIEW AND PLANS OF STUDY

The MSW Program's curriculum is shaped by three integrative themes: Autonomous Social Work Practice; Humanistic Values; and the Afrocentric Perspective. These three themes use the strengths perspective as an organizing framework. Students are introduced to these themes and organizing framework in the first semester of study and they are incorporated throughout the curriculum.

Autonomous Social Work Practice Model

The MSW Program defines Autonomous Social Work practice as a practice model that enables the practitioner to become an autonomous, self-reflective social worker, and to develop skills to evaluate one's own practice. The Autonomous Social Work Practice Model introduces MSW students to the various social work practice change agent roles essential for practice and serves as the base for utilizing practice theory, teaching practice roles, and acquiring competent skills.

Humanistic Values

Humanistic values reflect the second theme embedded within the MSW curriculum and conceptual framework. Humanistic values reflect the MSW Program's beliefs about the worth and dignity of all human beings and the ultimate hope that each individual will be able to develop to his/her maximum potential. It is the belief of the Whitney M. Young, Jr., School of Social Work that humanistic values lead to more humane practice in professional social work. The humanistic values perspective incorporates the following principles:

- Love (agape) is essential to collective human development;
- All people are created with equal ability and potential (barring pre and post-natal stress);
- All human beings have the inherent right to dignity, respect, and personal confidentiality;
- The satisfaction of basic human needs is a primary responsibility of society and must be the basis upon which society distributes its resources;
- Perceptions and life experiences of all human beings have value for them;
- All human beings must have the right to significantly influence the decisions that affect their lives, and
- Cooperation as opposed to competition is a requisite for developing human communities.

The Afrocentric Perspective Or Afrocentric Social Work

Prepared by Dr. Jerome Schiele, July 14, 2016

The Afrocentric Perspective or Afrocentric social work is a practice-based model that affirms, codifies, and integrates common cultural experiences, values, and interpretations that cut across people of African descent. Afrocentric social work rejects the cultural deficiency thesis of Black life that has emerged primarily from the notion that the cultural link between African Americans and Africa was completely severed by slavery and the imposition of European-American culture.

Instead, Afrocentric social work posits that the behavior and values of African Americans have been shaped significantly by a unique confluence of the continuity of African cultural relics and the experience of persistent, White (i.e., Eurocentric) racial oppression. Afrocentric social work further assumes that the convergence of the experiences of African cultural relics and Eurocentric racial oppression is distinctive for people of African descent but not completely consistent. These dual experiences vary but the variance should not prevent the acknowledgement of a common cultural core.

Afrocentric social work uses the features of the dual experience of African cultural survival and racial oppression as a generalist to help solve the pressing social problems that diminish human potential and preclude positive social change. It is both particularistic and universalistic in that it endeavors to address the specific psychological, social, and economic problems experienced by people of African descent and to address problems confronted by all people, regardless of their racial or ethnic identity. These problems can range from those that affect individuals, families and other small groups, communities, and nation-states. In this regard, Afrocentric social work relies on and incorporates the various methods of social work practice (micro, mezzo, and macro) to resolve human misery and maximize positive human functioning. Finally, Afrocentric social work affirms the values and practice of human diversity and cultural competence. Through professional practice, it promotes the idea that the greatest test of one's humanity is her or his ability to interact with and positively engage those who are different.

Strengths Perspective

Although the strengths perspective has not yet developed into a theory, it does influence how professionals think and what they do in practice (Saleebey, 2003). Practice methods stemming from the principles of the strengths-based perspective are described in the literature with mention of such models as family narratives, solution-focused therapy, assets-based community development, and resiliency (Nichols & Schwartz, 2001; Saleebey, 2002). From its inception, the WMYJSSW consistently utilized a strengths perspective as the overarching framework that forms the generalist for understanding an individual's extraordinary capacity for resilience in the face of overwhelming oppression. Several of the African American social work pioneers who taught at Atlanta University insisted on the inclusion of content about African Americans and their strengths that would equip students to understand and handle the complex problems of social work in the African American community. These teachings represented the thrust of the social work curriculum of the School in the 1920s and 1930s. During the 1940s and 1950s, African American schools of social work were pressured to conform to European accreditation standards and were forced to eliminate much of their knowledge of the African American experience from their curricula. In the 1960s, when the Civil Rights Movement was at its peak, Atlanta University and other African American and some majority schools re-visited content on diversity. Once majority schools embraced the notion that diversity should be included in the curriculum, African American schools, including Atlanta University, again embraced this content forthright. In fact, Forrester B. Washington, the third Director of Atlanta University School of Social Work (1927-1954) was adamant about the fact that African American social workers should know not only the fundamental assessment and intervention strategies that are common for social work among all groups, but should, in addition, have knowledge about 11 assessment and intervention strategies that were of critical importance for working with African

American families. Yabura (1970) reiterated this point and included in a speech given at the 50th Anniversary of Atlanta School of Social Work, that utilizing a strengths perspective was not new for the School, but was a part of its historic mandate and commitment and was embodied in the Afrocentric perspective.

Clinical social work practice is demonstrated by the ability to assess and intervene in problems and situations affecting clients at multiple levels where there is significant risk of vulnerability, oppression, and other internal and societal factors that impedes their physical or emotional well-being. Such clients generally are vulnerable and have complex situations and problems that must be addressed by competent and culturally sensitive practitioners. As such, advanced direct practice involves the use of multiple theoretical frameworks, assessments, intervention tools, and social work practice modalities. Additionally, clinical practice is demonstrated by the ability to influence policies and direct the outcome of service delivery by assuming a variety of roles (e.g., counselor, broker, educator, case manager, advocate, etc.) that provide face-to-face contact with client systems confronted by complex problems and situations. As indicated in the Program’s definition of Clinical Social Work Practice, an advanced practitioner has a generalist perspective as a generalist and has acquired advanced knowledge and competencies (depth, breadth, and specificity).

MSW Competencies

The competencies and practice behaviors below are based on the CSWE 2015 EPAS. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.

Generalist Year Competencies and Practice Behaviors
<p>Competency 1: Demonstrate Ethical and Professional Behavior</p> <ul style="list-style-type: none"> • 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; • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • Demonstrate generalist professional demeanor in behavior; appearance, and oral, written, and electronic communication; • Use technology ethically and appropriately to facilitate practice outcomes; • Use supervision and consultation to guide professional judgment and behavior; and • Tolerate ambiguity in resolving ethical conflicts.
<p>Competency 2: Engage Diversity and Difference in Practice</p> <ul style="list-style-type: none"> • Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

- Present themselves as beginning learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels at a beginning generalist level;
- Engage in practices that advance social, economic, and environmental justice at a beginning generalist level; and
- Recognize the extent to which culture, structure, and values may oppress, marginalize, alienate, or create or enhance privilege and power.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

- Use practice experience to inform scientific practice;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services; and
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- Apply knowledge of human behavior and the social environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies at the generalist level; and
- Use empathy, personal reflection and interpersonal skills to effectively engage diverse clients and constituencies at the generalist level.

Competency 7: Assess Individuals, Families, Groups, Organizations and Communities

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.

School Competency 10: Demonstrate knowledge of the Afrocentric Perspective with individuals, Families, Groups, Organization, and Communities

- Identify and describe the concepts of the Afrocentric Perspective.
- Apply and communicate an understanding of the importance of Afrocentric Perspective in practice at the micro, mezzo, and macro levels.

WMYJSSW Clinical Year Competencies and Practice Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

- Employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights;
- Identify and use knowledge of relationship dynamics, including power differentials;
- Recognize and manage personal biases as they affect the professional relationship in the service of the client system's well-being;
- Apply the NASW Code of Ethics, relevant laws, and regulations, ethical decision-making principles and frameworks to issues specific to micro social work practice.

Competency 2: Engage Diversity and Difference in Practice

- Identify and use practitioner/client differences from a strengths perspective;
- Demonstrate awareness of historical and contemporary forms of privilege, power, oppression, discrimination, and marginalization and their impact on clients; and
- Engage clients as experts in their own experiences.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- Use knowledge of the effects of oppression, structural discrimination, and historical trauma on client and client systems to guide treatment planning and intervention; and
- Advocate of behalf of clients to secure basic human rights, including availability and accessibility of services to meet biopsychosocial needs.

Competency 4: Engage in Practice-Informed Research and Research-informed Practice

- Use the evidence-based practice process in clinical assessment and intervention with clients;
- Participate in the generation of new clinical knowledge, through research and practice; and
- Use research methodology to evaluate clinical practice effectiveness and/or outcomes.

Competency 5: Engage in Policy Practice

- Communicate to stakeholders the implication of policies and policy change in the lives of clients;
- Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being; and
- Advocate with and inform administrators and/or legislators of policies used by the agency that impact clients and services.

Competency 6: Engage with Individuals, Families, & Groups

- Develop a culturally responsive clinical relationship;
- Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance; and
- Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

Competency 7: Assess Individuals, Families, & Groups

- Use multidimensional biopsychosocial-spiritual assessment tools;
- Assess client' and systems' readiness for change;
- Assess client coping strategies to reinforce and improve adaptation to life situations, circumstances, and events;
- Select and modify appropriate intervention strategies based on continuous clinical assessment; and
- Assess biopsychosocial needs and diagnose psychopathology using DSM-5 and other relevant assessment protocols.

Competency 8: Intervene with Individuals, Families, & Groups

- Critically select, evaluate, and apply best practices and evidence-based interventions;
- Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment; and
- Collaborate with other professionals to coordinate treatment interventions.

Competency 9: Evaluate Practice with Individuals, Families, & Groups

- Apply the theoretical knowledge base of the social work profession thorough practice-based research.
- Apply clinical evaluation of the process and outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions.
- Communicate evaluation results to the appropriate audience: clients, co-workers, supervisors, administrators.

School Competency 10: Apply the Concepts of the Afrocentric Perspective in Clinical Practice

- Select the core concept(s) of Afrocentric Perspective appropriately for clinical social work practice with African American and other oppressed populations.
- Apply the Afrocentric Perspective into clinical practice using culturally appropriate theoretical frameworks that impact client systems at the micro, mezzo and macro levels.

MSW Program Curriculum

The MSW Program curriculum is divided into two parts: the professional generalist offered during the first year and the clinical concentration offered in the second year of study for the two year full-time and three year part-time programs. The full-time and part-time programs are designed as progressions indicating a sequential and coherent curriculum Plan of Study for each option. Two year and three year students enrolled in the MSW Program are expected to adhere to the designated Plan of Study and must successfully complete a total of fifty-nine (59) semester credit hours to receive the Master of Social Work degree.

Note regarding taking coursework online:

The MSW program is accredited as an in-person program. Students ***must*** take a minimum of 50% of their total degree credit hours in-person. For two year and three year students that equates to a minimum of 30 credits in-person out of the 59 credits for the degree; for advanced standing students that equates to a minimum of 20 credit hours in-person out of the 38 credits for the degree. Transfer credits will be counted toward the total based on whether they were listed as in-person or online at the institution where they were originally granted.

Generalist Curriculum

Generalist courses are organized as two-semester required course sequences in content areas of Practice, HBSE, Research and Policy and have two goals: 1) providing students with a generalist social work perspective and 2) preparing students for the concentration in clinical practice. The generalist year views generalist social work practice as providing students with a wide repertoire of skills that will enable them to use the problem-solving process to intervene with various size client systems to include: individuals, families, groups, organizations and communities. The second year clinical practice concentration allows students to focus in one of two areas: Child and Family or Health/Mental Health.

Generalist Year Learning Objectives

The generalist objectives are designed to prepare students to be able to:

1. Demonstrate at the MSW level, the ability to apply the knowledge and skills of generalist social work practice with systems of all sizes.
2. Demonstrate a beginning understanding of social work values and ethics and the ability to apply the NASW/NABSW Codes of Ethics to social work practice with systems of all sizes.
3. Demonstrate an understanding of the history of social work, the social work profession, and its contemporary structures and issues.
4. Demonstrate an understanding of the bio-psychosocial, cultural, and spiritual dimensions of human beings and how life transitions, interactions among individuals and between individuals, families, groups, organizations, and communities, can either facilitate or impede normal development across the life span.

5. Communicate effectively to apply empirically based theoretical frameworks, including an Afrocentric Perspective, humanistic values, the Autonomous Social Work Practice model, and a strengths-based approach to practice with individuals, families, groups, organizations, and communities at the local, regional, national, and international levels.
6. Demonstrate a beginning ability to understand and respect diversity, becoming culturally competent to practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
7. Understand the forms and mechanisms of oppression and discrimination to apply strategies of advocacy and social change that help advance the cause of social and economic justice.
8. Demonstrate the ability to analyze, formulate, and influence social policies.
9. Demonstrate a beginning ability to function within the structure of organizations and service delivery systems, and to seek necessary organizational change.
10. Demonstrate a beginning ability to think critically to apply research to evaluate one's own practice.
11. Demonstrate the ability to use supervision and consultation appropriate to social work practice.
12. Demonstrate a beginning ability to understand social work practice issues and intervention strategies to develop generalist knowledge and skills, which are applicable to the concentration.

Generalist Year Learning Outcomes

Upon completion of the professional generalist year, MSW students will be able to:

1. Apply knowledge and skills of generalist social work practice with systems of all sizes;
2. Apply the NASW, NABSW & IFSW Codes of Ethics when working with systems of all sizes to resolve ethical dilemmas.
3. Discuss the history of social work, the social work profession, and its contemporary structures and issues.
4. Describe the bio-psychosocial, cultural, and spiritual dimensions of human beings and how life transition, interactions among and between individuals, families, groups, organizations, and communities, can either facilitate or impede normal development across the life span.
5. Apply empirically based theoretical frameworks, including the Afrocentric Perspective, humanistic values, and the Autonomous Social Work Practice model, utilizing a strengths based approach, to practice with individuals, families, groups, organizations, and communities.
6. Utilize relationship building and communication skills in culturally competent practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
7. Apply strategies of advocacy and social change that help advance social and economic justice.
8. Analyze, formulate, and influence social policies;

9. Function within the structure of organizations and service delivery systems to provide effective generalist services to client systems including advocacy for organizational change.
10. Critique and apply research to evaluate one's own practice.
11. Use supervision and consultation appropriate for social work practice.
12. Discuss social work practice issues and intervention strategies to acquire generalist knowledge and skills, which are applicable to the concentration.

Clinical Year Curriculum

Clinical Practice focuses on the individual in the environment within the context of the collective. The emphasis is on the individual while incorporating the influences of the mezzo and macro environments on the person's ability to function. For example, when responding to the context that shapes practice, students in the clinical year focus on how an individual develops on four levels, individual, interpersonal, family and societal. Students then develop a culturally relevant therapeutic relationship using multidimensional bio-psycho-social-spiritual assessment tools. In the process students are then able to apply evidence-based clinical techniques for a range of presenting concerns identified in the assessment while concomitantly collaborating with other professionals to coordinate treatment interventions and evaluate treatment outcomes.

The motto, "We are therefore I am", the core component of The Afrocentric Perspective, serves as the generalist of the WMYJSSW. This perspective is congruent with the clinical social work practice curriculum which emphasizes the individual's ability to function within the context of a culturally relevant milieu.

This definition incorporates the traditional view of clinical practice as a practice method that involves face-to-face contact with clients in the provision of services. Clinical social work practice is broadly defined as a term used by social workers to indicate their range of professional activities on behalf of clients in which goals are reached through personal contact and immediate influence with those seeking social services.

Clinical Year Learning Objectives

The clinical objectives are designed to prepare students to be able to:

1. Extend knowledge, values, and skills gained in generalist courses to the theory, skills, and perspectives integrated throughout the advanced curriculum to more complex individualized practice with client systems in their unique environments and within varied social service settings focusing on Child and Family and Health/Mental Health practice settings.
2. Apply an Afrocentric Perspective guided by humanistic values, the strengths perspective, and autonomous social work practice skills and roles in the application of advanced direct social work practice when working with clients in Child and Family and Health/Mental practice settings.
3. Utilize the problem-solving/planned change process to assess and intervene in situations that present a threat to the emotional, physical, and psychological wellbeing of children,

youth families and other diverse populations who are affected by health and/or mental health issues.

4. Critique the strengths and limitations of the DSM-5 to apply a strengths-based approach when examining and diagnosing child, adolescent, and adult disorders prevalent in Child and Family, Health/Mental Health, practice settings.
5. Employ multiple theoretical frameworks when making assessments and selecting intervention strategies that embody the knowledge, values, and ethics of the social work profession.

Clinical Year Learning Outcomes

Upon completion of the clinical year, students will be able to:

1. Apply knowledge and skills gained in generalist courses to the theory, skills, and perspectives integrated throughout the advanced curriculum to demonstrate more complex individualized practice with client systems in their unique environments and within varied social service settings focusing on Child and Family, Health/Mental Health practice.
2. Use the Afrocentric Perspective, humanistic values, autonomous social work practice skills and roles, and the strengths perspective in the application of advanced direct social work practice when working with clients in Child and Family and Health/Mental Health practice settings.
3. Demonstrate autonomy and proficiency in applying the problem-solving/planned change process to assess and intervene in situations that present a threat to the emotional, physical, and psychological well-being of children, youth, families, and other diverse population who are affected by health and/or mental health issues.
4. Identify the strengths and limitations of the DSM-5 to apply a strengths-based approach when examining and diagnosing child, adolescent, and adult disorders prevalent in Child and Family and Health/Mental Health.
5. Select multiple theoretical frameworks to apply culturally sensitive assessment and intervention strategies that embody the knowledge, values, and ethics of the social work profession.

Plans of Study

The curricula for the Two - Year Program, Three - Year Program, and the Advanced Standing Program are described below, followed by the plans of study.

Note: These plans of study are subject to change.

Two - Year Plan

Two - Year MSW students are required to successfully complete a total of thirty (30) credit hours in the first year generalist curriculum. Hence, the average number of semester credit hours carried by two-year students each semester of the generalist year is fifteen (15) for a total of 30

semester credit hours, including field work. First year courses include human behavior, policy, research, practice, social work with diverse populations and field work.

During the clinical year, students in the two-year program must take twenty-nine (29) hours, including a course in one of the two foci areas: Children and Families or Health/Mental Health. Two - year students must complete a total of fifty-nine (59) semester credit hours for the MSW degree. Courses include psychopathology, research, clinical social work practice, clinical leadership and professional development, field work, and electives.

Generalist Year Fall Semester			Generalist Year Spring Semester		
CSSW 500A	Social Work Practice I	3	CSSW 500B	Social Work Practice II	3
CSSW 501A	Concurrent Field Practicum and Seminar I	3	CSSW 501B	Concurrent Field Practicum and Seminar II	3
CSSW 600A	Human Behavior and Social Environment I	3	CSSW 585	Research Methods I	3
CSSW 505	Social Work Practice with Diverse Populations	3	CSSW 600B	Human Behavior and the Social Environment II	3
CSSW 700	Social Welfare Policy and Services	3	CSSW 709	Differential Social Policy	3
Semester Hours		15	Semester Hours		15

Clinical Year Fall Semester			Clinical Year Spring Semester		
CSSW 503	Clinical Social Work Practice and Theory	3	CSSW 502B	Concurrent Field Practicum and Seminar IV	3
CSSW 502A	Concurrent Field Practicum & Seminar III	3	CSSW 504A/B	Clinical Social Work Practice: Focus on Child and Family or Health/Mental Health	3
CSSW 586	Research Methods II: Evaluation of Practice	3	CSSW 802	Clinical Leadership & Professional Development	2
CSSW 611	Psychopathology	3	CSSW ---	Elective	3
CSSW ---	Elective	3	CSSW ---	Elective	3
Semester Hours		15	Semester Hours		14

Three - Year Plan

The three- year curriculum includes nine (9) credit hours per semester to be taken in the first (generalist) year for both the fall and spring semesters for a total of eighteen (18) semester credit hours for year one. These courses include human behavior, policy, social work with diverse populations, and an elective.

In the second generalist year, three-year students are required to take ten (9) credits during the fall and nine (9) credits during the spring for a total of nineteen (18) credit hours for the year. Second year courses include practice, field work, research, and an elective.

In the third year, students take twelve (12) credits in fall and nine (11) credits in spring. Courses include psychopathology, clinical social work practice, clinical leadership and professional development, field work, and electives.

Generalist First Year Fall Semester			Generalist First Year Spring Semester		
CSSW 600A	Human Behavior & the Social Environment I	3	CSSW 600B	Human Behavior & the Social Environment II	3
CSSW 505	Social Work Practice with Diverse Populations	3	CSSW 709	Differential Policy	3
CSSW 700	Social Welfare Policy and Services	3	CSSW ---	Elective	3
		Semester Hours	9		
				Semester Hours	9

Generalist Second Year Fall Semester			Generalist Second Year Spring Semester		
CSSW 500A	Social Work Practice I	3	CSSW 500B	Social Work Practice II	3
CSSW 501A	Concurrent Field Practicum & Seminar I	3	CSSW 501B	Concurrent Field Practicum & Seminar II	3
CSSW ---	Elective	3	CSSW 585	Research Methods I	3
		Semester Hours	9		
				Semester Hours	9

Clinical Year Fall Semester			Clinical Year Spring Semester		
CSSW 503	Clinical Social Work Practice & Theory	3	CSSW 504A/B	Clinical Social Work Practice: Child and Family or Health/Mental Health	3
CSSW 502A	Concurrent Field Practicum & Seminar III	3	CSSW 502B	Concurrent Field Practicum & Seminar IV	3
CSSW 611	Psychopathology	3	CSSW 802	Clinical Leadership and Professional Development	2
CSSW 586	Research II: Evaluation of Clinical Practice	3	CSSW ---	Elective	3
		Semester Hours	12		
				Semester Hours	11

Advanced Standing

Advanced Standing students enter the MSW program in the summer. Students are required to take nine (9) credit hours. The bridge courses leading to clinical year studies include CSSW 589 Research with an Emphasis on Application, CSSW 610 Integrating Practice and Human Development with an Emphasis on Ethics, and CSSW 710 Social Welfare Policy with an Emphasis on Georgia Policies. Upon completion of the bridge courses, Advanced Standing students enroll in the clinical courses and complete a total of twenty-nine (29) semester credit hours. Students must complete a total of thirty-eight (38) semester credit hours for the MSW degree.

Summer Session			Clinical Year Fall Semester			Clinical Year Spring Semester		
CSSW 589	Research with an Emphasis on Application	3	CSSW 503	Clinical Social Work Practice and Theory	3	CSSW 502B	Concurrent Field Practicum and Seminar IV	3
CSSW 610	Integrating Practice and Human Development with an Emphasis on Ethics	3	CSSW 502A	Concurrent Field Practicum & Seminar III	3	CSSW 504A/B	Clinical Social Work Practice: Focus on Child and Family or Health/Mental Health	3
CSSW 710	Social Welfare Policy with an	3	CSSW 586	Research Methods II: Evaluation of Practice	3	CSSW 802	Clinical Leadership & Professional Development	2

	Emphasis on Georgia Policies						
		CSSW 611	Psychopathology	3	CSSW	Elective	3
		CSSW	Elective	3	CSSW	Elective	3
		9	Semester Hours	15		Semester Hours	14

Course Descriptions

CSSW 500A	Social Work Practice I	3 Credits
<p>The course provides generalist knowledge at the graduate level about generalist social work practice. Framed in an Autonomous Social Work Practice Model, the course content about matrix roles, Humanistic Values, and Afrocentric Perspectives are linked to the ecological system and strength perspectives. The course examines social work practice as both a method and process for intervention with micro and mezzo systems where the goal is to aid the client to achieve an optional level of social functioning within these systems.</p>		
CSSW 500B	Social Work Practice II	3 Credits
<p>The second course in the Practice Content sequence builds upon CSSW 500A. The course examines social work practice as both a method and process for intervention with mezzo and macro systems (small groups, organizations and communities). Primary attention is given to assessing the client's functioning within these systems.</p>		
CSSW 501A	Concurrent Field Practicum I	3 Credits
<p>Concurrent Field Practicum I provides students with a supervised field experience in an agency setting using generalist social work skills appropriate at the graduate level. Students apply generalist knowledge, skills, values and ethics to practice. The practicum focuses on skill development, the nature of social systems, and the integration of social work theory and practice. Students are in the field for two days per week for twelve weeks during the semester.</p>		
CSSW 501B	Concurrent Field Practicum II	3 Credits
<p>Concurrent Field Practicum is a continuation of CSSW 501 – Concurrent Practicum I. The practicum experience focuses on skill development application of ethics to practice and the integration and application of social work theory and practice. Students work in the field two (2) days per week for fourteen weeks during the semester.</p>		
CSSW 502A	Concurrent Field Practicum III	3 Credits
<p>This practicum III provides students with direct practice experience reflecting a variety of theoretical constructs that undergird the students' practice focus. Critical thinking, knowledge and skills, values and ethics will be further developed based on theories, through the application of advanced multilevel field activities.</p>		
CSSW 502B	Concurrent Field Practicum IV	3 Credits
<p>Field Practicum IV while anchored in a continuation of CSSW 502A provides students with opportunities for rigorous activities building on advanced practicum knowledge. Students will be able to utilize advanced practicum knowledge, assessment, and intervention strategies in a variety of complex treatment settings across diverse populations.</p>		

CSSW 503	Clinical Social Work Practice and Theory	3 Credits
<p>This course is designed for students who have completed the generalist practice courses. Building upon 500-level Autonomous Social Work Practice courses, it extends the matrix roles and subsequent skills learned in autonomous social work practice to more complex individualized practice with client systems considering the multiple variables that affect their lives. Attention is given to the bio-psychosocial integrity of the client and to ethical issues.</p>		
CSSW 504A	Clinical Social Work Practice: Child and Family	3 Credits
<p>This advanced practice focus course builds on the knowledge skills and values learned in generalist social work practice courses. It is designed to provide depth, specificity and advanced skills in assessment and intervention with children and families within the context of the multilevel systems. Students learn to identify and critique the central issues that are addressed in the process of assessment and treatment intervention with children and families.</p>		
CSSW 504B	Clinical Social Work Practice: Health/Mental Health	3 Credits
<p>This advanced practice focus course provides depth specificity and knowledge about advanced skills in assessment and intervention. Attention is given to client systems that experience or are at risk of experiencing problems in social functioning due to their health and mental health. The course focuses on knowledge, value, skills and strengths for effective practice to enhance clients' developmental capacities, problem-solving and coping skills.</p>		
CSSW 505	Social Work Practice with Diverse Populations	3 Credits
<p>This course introduces students to social issues within diverse populations. The course examines the roles, functions, and effects of oppression in society as it relates to social and economic justice. This course will also examine how oppression affects service delivery at micro and macro levels while focusing on the social policies that drive the shape of services. Students will examine and analyze social issues and consider the implications for social work practice with different races, ethnicities, genders, sexual orientations, and physical abilities.</p>		
CSSW 506	Program and Organizational Development for Direct Social Work Practice	3 Credits
<p>This course provides students with advanced knowledge and understanding of organizational needs and identifies strategies and models for achieving these needs. Selected organizational development models are examined to determine their applicability to social service agencies.</p>		
CSSW 508	Brief Intervention Methods	3 Credits
<p>This advanced direct practice course examines the theory and practice of brief treatment methods, including crisis intervention. It focuses on differential use of these approaches in social work practice. The features of treatment designs and processes that are critical to effective time-limited practice are considered, with emphasis on the characteristics of brief intervention methods with individuals, families and small groups. Particular attention is given to assessment and intervention in Planned Short Term Treatment.</p>		
CSSW 510	AIDS: Psychosocial Issues and Intervention	3 Credits

<p>This advanced course provides critical information on direct practice, prevention, education, intervention methods and models of care for working with people with HIV/AIDS. Additionally, the course focuses on high risk behavior for contracting HIV/AIDS. Prejudices, legal, spiritual, ethical, and other issues which confront social workers in direct practice with persons with AIDS are addressed.</p>		
CSSW 511	Intervention Strategies with Children and Adolescents	3 Credits
<p>This course provides advanced knowledge and specialized skills for direct practice with children and adolescents who experience developmental issues and a range of psychosocial problems and social injustices. It examines practice issues relevant to culturally diverse children and adolescents, especially African American and Latino children and adolescents. This advanced direct practice course emphasizes resiliency and strengths in making assessments and interventions in various treatment settings: schools, child welfare agencies, and juvenile justice systems.</p>		
CSSW 512	Intervention Strategies with Adults and the Aged	3 Credits
<p>This advanced course is designed for skill development and effective application in problem resolution with adults in their life tasks, and with older individuals and groups in the processes of aging. Emphasis is placed on intervention with primary care givers, health care and other providers, and the elderly. Emphasis is also placed on intergenerational concepts and differential approaches with the frail, disabled, and chronically ill in the context of their ethnic cultural milieu and the wider society.</p>		
CSSW 513	Child Abuse and Neglect	3 Credits
<p>This advanced direct practice course provides a historical overview of value perspectives of children-particularly African Americans-and corresponding injustices, violence in relation to child maltreatment-views of diverse cultural and ethnic groups regarding child abuse and neglect, rights of children and parents. Core objectives of the course are to: 1) explore research findings on the prevalence of factors that contribute to child abuse and neglect; 2) understand knowledge about the types and causes of child abuse; 3) develop knowledge of and skills in investigation, assessment, case management, treatment approaches, prevention, and methods of evaluation of micro and macro systems.</p>		
CSSW 514	Group Processes in Social Work Practice and Administration	3 Credits
<p>The primary focus of this advanced direct practice course is on theoretical knowledge and skill development for practice with task and treatment groups in child welfare, health/mental health, and school social work settings. The course builds on and integrates first semester content, humanistic values, autonomous social work practice, and the Afrocentric paradigm with strategies for assessing individuals and groups. Thus, the course equips students with advanced knowledge and skills to practice group work with diverse populations and with competence in and sensitivity to race, ethnicity, with competence in and sensitivity to race, ethnicity, community, culture, gender, and sexual orientation.</p>		
CSSW 517	Community-Based Health Care	3 Credits

<p>This advanced direct practice course provides students with the opportunity to analyze health problems in a given community. Emphasis is placed on access and barriers at health services, the roles and functions of multi-disciplinary health teams, community needs assessment and interventions, and policy advocacy for change. Students learn methods of assessing community health issues, data analysis skills, resource identification, and health policy proposal and testimony skills for presentation to legislators on behalf of the community.</p>		
CSSW 518	Community Health Promotion and Disease Prevention	3 Credits
<p>This advanced direct practice course provides the opportunity for social work students to learn how to promote a community-based health care and prevention program. The course also provides instruction in how to identify, analyze and eliminate barriers to community health services within communities.</p>		
CSSW 520	Family Therapy	3 Credits
<p>This is an advanced direct practice social work course designed to increase students' knowledge and skills for intervening with families. The course engages students in: 1) exploring the development of family therapy and the dimensions of family treatment in social work practice; 2) building on conceptual, analytical, and practice skills necessary for thorough use of family therapy models; 3) developing skills to assess family intervention and 4) identifying major research findings and issues in family therapy.</p>		
CSSW 521	Supervision and Consultation in Direct Social Work Practice	3 Credits
<p>This course provides concepts and principles of supervision and consultation. Attention is given to emerging trends and practices in supervision, staff development, personnel utilization and assessment. The course explores the history, roles, techniques and practices involved in the supervisory process. The course is designed for the experienced student who desires and expects to become an agency supervisor within the near future, and to assist practicing supervisors in developing additional competencies. Attention is given to issues of direct practice supervision and licensure.</p>		
CSSW 522	Public Health Social Work Practice	3 Credits
<p>This course prepares social work students for advanced practice in the area of public health with a focus on disease prevention. Students are introduced to the historical development of public health practice, current public health issues, policies and procedures, research, assessment, and intervention strategies. Professional values and ethics are promoted as a generalist for helping students accept the differences in health behaviors related to ethnicity, gender, race, culture, socioeconomic status, at-risk status, and sexual orientation. Students are exposed to content on humanistic values, Afrocentric Perspective and autonomous direct practice social work matrix roles as they relate to public health in social work.</p>		
CSSW 585	Research Methods I	3 Credits

<p>This generalist course provides instruction in basic logic, process, concepts and methods of applied social work research. The course covers research methodologies and design to include interviews, focus groups, case studies, surveys, secondary data, record review, observation, and case file audits which may be applied to the investigation of social work issues at the individual and program level. The course is intended to foster an appreciation of evaluating practice and accountability.</p>		
CSSW 586	Research Methods II: Evaluation of Practice	3 Credits
<p>This course provides instructions in the computation, interpretation, and application of statistical procedures that can be used in social work research and in social work practice; it is designed to provide basic statistical skills that will enable the student to more systematically implement and evaluate social work practice intervention. Training in the SPSS for windows computer software package is provided.</p>		
CSSW 589	Research with an Emphasis on Application	3 Credits
<p>This course provides instruction in evidence-based practice as it relates to social work practice, theory, policy and research. Evidence-Based Practice (EBP) in Social Work is the planned use of empirically supported assessments and intervention methods combined with the judicious use of monitoring and evaluation strategies for the purpose of improving the psychological well-being of clients. EBP is expected to be goal directed and in the client's best interest in order to meet diverse population needs.</p>		
CSSW 590A	Research Methods III: Scientific Writing	3 Credits
<p>This course provides instruction, feedback, and support to develop and complete the student's thesis or conceptual paper. The course will also provide instruction in the computation, interpretation, and application of analytical procedures that can be used in social work research and evaluation. This course will culminate in the completion of the student's thesis or conceptual paper.</p>		
CSSW 600A	Human Behavior & the Social Environment I	3 Credits
<p>Students are exposed to the ecological social systems perspective in which to understand human development in contemporary contexts. A range of theoretical frameworks that addresses individual development from conception to adolescence within the family and social institutions will be explored. The Afrocentric perspective and humanistic paradigm will be the lens through which these issues will be addressed.</p>		
CSSW 600B	Human Behavior & the Social Environment II	3 Credits
<p>This generalist course expands understanding of individual growth and development from young adult through late adulthood and death. A range of theoretical frameworks that address individual development within groups, organizations and communities will be explored. The Afrocentric perspective and humanistic paradigm will be the lens through which these issues will be addressed.</p>		
CSSW 603	African American Families	3 Credits
<p>This advanced course examines historical and contemporary forces impinging upon African American families and the resultant survival strategies for these families. The Afrocentric perspective is used in discussing African American families. An ecological/social system, "strengths" approach to the study of African American families represents the perspective for viewing social problems, particularly those of a physical and emotional nature.</p>		
CSSW 606	Addictions, Alcoholism & Substance Use Disorders	3 Credits

This advanced course examines major issues in alcohol and drug dependency. Attention is given to the social, psychological, economic consequences for families where there is alcohol and drug dependency. Prevention and strategies for intervening with individuals and families from a range of ethnic and sociocultural backgrounds are explored for their usefulness. Finally, the roles of social workers in the field of alcohol and substance abuse are considered.		
CSSW 609	Emotional Disorders of Children and Adolescents	3 Credits
This advanced course is designed to explore a range of factors, situations, and experiences that contribute to the development and progression of emotional disorders in children and adolescents.		
CSSW 610	Integrating Practice and Human Development with an Emphasis on Ethics	3 Credits
This course is intended as a bridge course to integrate advanced social work practice skills and human development across the life span with an emphasis on ethics. Students will apply the principles of ethical decision-making and various value system approaches to the formulation of ethical issues explored in the context of biological, psychological and social substrates of normal and pathological behavior.		
CSSW 611	Psychopathology	3 Credits
This course will focus on the clinical process of assessment and diagnosis from the perspective of social work practice. The Diagnostic and Statistical Manual of Mental Disorders (DSM-5) and other schemes for assessing and understanding human behavior, psychopathology, and mental disorders will be demonstrated and critically examined. A broad spectrum of developmental theory is drawn upon to further promote students' understanding of assessment and treatment interventions.		
CSSW 700	Social Welfare Policy and Services	3 Credits
This generalist course is designed to assist students in acquiring knowledge of the history of America's response to the needs of the poor and oppressed, including legislative policies, and the development and role of the social work profession. Special attention is focused on general social problems, children, family and health issues, service program structures, and beginning skills for analyzing social welfare issues.		
CSSW 706	Law and Social Work	3 Credits
This course is designed to provide students with an advanced overview and analysis of social work as it interfaces with the law. The course addresses various types of law-statutory, constitutional, regulatory, and common law as it related to systems functioning. It is not designed to turn professional social workers into lawyers, but rather to make encounters with lawyers and the legal system less mysterious and more beneficial to the client population. At the conclusion of this course, the student is able to recognize how federal and state court systems operate, attain a level of confidence with respect to court testimony, understand the value of effective social work advocacy, develop cognizance of professional licensing and practice issues, and use basic legal terms and legal library resources for systems change.		
CSSW 709	Differential Policy Analysis	3 Credits

This generalist course builds on CSSW 700 and is designed to assist students in developing conceptual, analytical, and political skills necessary to improve existing social policies, defeat policy initiatives incongruent and social work values, or establish new policies. Each student selects a social welfare policy or policy issues at the local, state, or federal level for analysis and advocacy action.

CSSW 710	Social Welfare Policy with an Emphasis on Georgia Policies	3 Credits
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This Advanced Standing course is designed to enable students to become more knowledgeable about various state-level social welfare policies and programs and their implications for diverse and at-risk populations.

CSSW 800	Independent Study	1-3 Credits
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This is an independent, advanced study course that is arranged between a faculty member and a student on a specific topic of interest to the student that meets academic and professional requirements of the MSW Program. Students must have at least a 3.8 GPA to qualify for this course. Permission of both the Director of the MSW Program and the Dean is required.

CSSW 802	Clinical Leadership and Professional Development	2 Credits
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This clinical year seminar is designed to integrate the academic and field learning experiences and synthesize the total experience for students enrolled in either the two-year, three-year, or advanced-standing plan of study. This course enables the student to synthesize, refine and demonstrate comprehensive understanding of the MSW program goals, and objectives, humanistic values, Afrocentric perspective, social work practice roles, strengths and ecological perspectives.

All students must take a minimum of three (3) electives. Students are permitted to take electives at any point in their academic career upon approval of their educational advisors. **Students are strongly encouraged to take electives within their focus area.*

The following is a representation of the sequence areas of the curriculum:

<p><i>Human Behavior</i> CSSW 600A Human Behavior I CSSW 600B Human Behavior II CSSW 611 Psychopathology CSSW 610 Integrating Practice and Human Development (Advanced Standing course)</p>	<p><i>Policy</i> CSSW 700 Social Welfare Policy & Services CSSW 709 Differential Policy Analysis CSSW 710 Policy with Emphasis on GA (Advanced Standing course)</p>
<p><i>Practice</i> CSSW 505 SW with Diverse Populations CSSW 500A Practice I CSSW 500B Practice II CSSW 503 Clinical Theory & Practice CSSW 504A and 504B Clinical Practice in Focus Area</p>	<p><i>Field</i> CSSW 501A Field I CSSW 501B Field II CSSW 502A Field III CSSW 502B Field IV</p>
<p><i>Research</i> CSSW 585 Research Methods I CSSW 586 Research II: Program Evaluation</p>	<p><i>Capstone (Encompasses all other sequence areas)</i> CSSW 802 Clinical Leadership</p>

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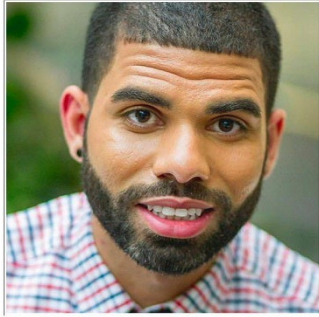
MSW Faculty Bios

Shena Brown Assistant Professor

Hailing from rural Lincolnton, GA, Dr. Brown received her BSW at Clark Atlanta University where she graduated with distinction in the Honors Program. She worked as a generalist social worker for several years in her hometown before completing the Advanced Standing MSW Program at the University of Georgia. Her post-MSW practice experiences include becoming licensed as a clinical social worker (LCSW) and nationally certified as a master addiction counselor (MAC) to provide behavioral health treatment services in a variety of settings. Her clinical experience spans over 20 years and includes work as a therapist, case manager, and program coordinator in residential, partial and outpatient treatment programs, as well as private practice and managed care.



Dr. Brown earned the Ph.D. from the University of Georgia, where she received a Southern Regional Education Board (SREB) Dissertation Year Award and the Graduate School Dean's Award for Social Sciences. She also completed requirements for the Graduate Certificate in Interdisciplinary Qualitative Studies. Her research interests include social work education and practice, qualitative research methodologies, race-based stressors, mental health and substance use disorders and recovery, and professional wellness factors among helping professionals.



Nathaniel Currie, MSW, DSW, LCSW
Assistant Professor

Dr. Nathaniel Currie is a clinical social worker and educator with over fifteen years of social work experience in behavioral health, HIV, LGBTQ issues, and social justice/liberation work. His Social Work practice and leadership experience includes Johns Hopkins Medicine in Baltimore, Maryland, SMYAL in Washington, D.C., and multiple community-based agencies in Boston, District of Columbia, and Los Angeles. He is an Assistant Professor of Social Work at Clark Atlanta

University, and Adjunct Professor in the Doctor of Social Work program in the School of Social Work at Simmons University, Boston, MA.

His research interests include trauma/environmental trauma experience of Black and Brown men, social work licensing and licensing equity, and Queer studies and LGBTQ issues. He tours, lectures, trains, and writes regularly on the intersection of Critical Race Theory and social work practice. He received his doctorate in Social Work from the University of Pennsylvania, Philadelphia, and his Master of Social Work degree from Simmons University, Boston. Dr. Currie is a licensed psychotherapist and maintains a small community practice caseload in Atlanta, Georgia.

Shadonna Davis, MSW, PhD, LCSW
Assistant Professor

Dr. Shadonna Davis received a PhD in Educational Policy Studies with a concentration in Social Generalists of Education at Georgia State University, an Advanced Qualitative Research Certificate, a Master of Social Work Degree, and a Bachelor's in Business Administration all from Georgia State University. She is a Licensed Clinical Social Worker with over 15 years of experience in social service interventions, child welfare, and youth and community development.



She is dedicated to examining youth development and the impact public schools and community-based organizations have on shaping the life outcomes of youth of color from low-income neighborhoods. She conducts community-engaged research on policies and practices to address institutional issues and increase positive outcomes that help youth thrive in the context of racism and poverty.

Dr. Davis is an assistant professor at Clark Atlanta University where she teaches students theories and concepts for understanding of human behavior, child welfare services, research methods, and the role of generalist social work practitioners. She also provides research-based support to nonprofit and government agencies within the fields of education, juvenile justice, youth development, and behavioral health. Shadonna is a member of the National Association for Social Workers (NASW), Council on Social Work Education (CSWE), and the American Educational Research Association (AERA).

Vickey Hale, MSW, PhD
Lecturer, MSW Field Coordinator

Dr. Hale has worked in the Child Welfare sector for over 35 years. Serving in different roles to include CEO and Chief Operations Officer for a provide provider. Dr. Hale is also a Peer Reviewer for the Council on Accreditation. Dr. Hale earned a B.A. degree in Psychology from Prairie View A&M University. She earned the MSW degree and Ph.D. from Clark Atlanta University Whitney M. Young Jr. School of Social Work.



Dr. Hale’s dissertation topic is A Study of Select Factors Regarding the Preparedness of Youth Exiting the Foster Care System. Her dissertation is a qualitative study that explores the experiences of young adults between the ages of 18 and 24, as they transition to independence after exiting the foster care system. Dr. Hale has a wealth of experience providing training and consultative work in the field of Social Work.

Dr. Hale’s passion is working with youth and families who are in crisis. Her areas of expertise are strategic planning, program development and implementation, and program evaluation. Dr. Hale’s research interests revolve around issues of youth transitioning from foster care to independence, domestic violence, teen dating violence, and child abuse.

Kenya Jones, MSW, PhD
Associate Professor

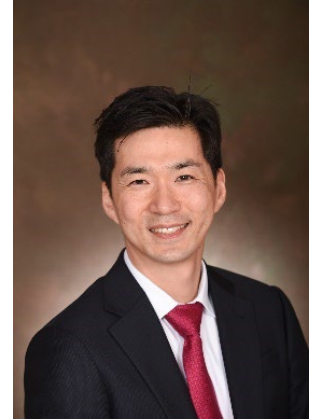
Dr. Jones is originally from Richmond, Virginia. Her educational career includes studying British Politics in London, United Kingdom, and working at the Green Party, UK within the media administration team. During her undergraduate education in Criminal Justice at Virginia State University she participated in the AmeriCorps program at the Richmond Police Department and the Adult Career Development Center. While earning her MSW degree from Howard University, she was the recipient of the Lloyd D. Smith Fellowship from the Marshall Heights Community Development Organization, a leadership-training program designed to create solid pathways to success for community leaders.



Her areas of research interest include child welfare, domestic violence, and mentoring relationships. Her professional experiences include case management, strategic planning, consultation, event coordination, career development as well as expertise in program development and evaluation, needs assessment, and data analysis.

Youseung Kim, MSW, PhD
Associate Professor

Dr. Youseung Kim received the Bachelor of Arts in Social Welfare at Seoul National University, Seoul, Korea. He received the Master of Social Work at Washington University in St. Louis, Missouri with a concentration in mental health. He received the Ph.D. degree at the University Of Chicago School Of Social Service Administration.



Dr. Kim wrote his dissertation on “The Influence of Parental Religiosity and Parental Ethnic Church Involvement on Development among Korean American Adolescents”. His research interests include Social and Psychological Function of Churches on Family Relations, Role of Religion in Adversity and Coping, Religion and Spirituality in Social Work, Social Services Provided by Faith-Based Organizations, Mental Health Issues among Minority Populations, Minority Adolescent Development, and Culturally Competent Services for Immigrant Families.

Joi Griffin Showell, MSW, PhD, LCSW
Associate Professor

Dr. Showell is originally from Atlanta, Georgia. She received an undergraduate degree in Social Work from Tuskegee University, a Master of Social Work degree with a focus in Health/Mental Health and a Ph.D. in Social Work Policy and Administration from the Clark Atlanta University School of Social Work.



Dr. Showell is a Licensed Clinical Social Worker. Her practice experience includes trauma-informed care, medical social work, palliative care, hospice, and behavioral health services. Dr. Showell has a background in clinical supervision, program management, program development, and program evaluation. She has led the charge for the Whitney M. Young, Jr., School of Social Work curriculum revision and has been instrumental in the integration of practice and trauma-informed care with the MSW curriculum. Dr. Showell served on the Council on Social Work Education (CSWE) national task force for the development of the *Specialized Practice Curricular Guide for Trauma-Informed Social Work Practice*. Her research interests include trauma-informed care in the African American community, social work licensure pass rates, and mental health issues and treatment in the African American community.

Dr. Showell is a member of the Council on Social Work Education (CSWE) Program Directors Academy 3rd Cohort, the Black Doctoral Network, and The Network for Social Work Management and the American Association of Blacks in Higher Education.

William Thomas MSW, PhD
Lecturer

Dr. Thomas earned his Bachelor Degree in Community and Human Services at Empire State College, New York and Master of Social Work (with honors) from Hunter College School of Social Work, NY, on a full NY city scholarship. He rounded off his education by completing a Ph.D. in Psychology (Magna Cum Laude) from California Southern University. He is a LCSW and also an ICADC and presented at several forums and conferences in the Northeast and Southeast of US.



His experience includes working with children, adolescents, adults and couples, using evidence based practice to address clients' problems. His areas of research interest include social welfare policy, alcohol and drug dependency, and treatment practice models and issues.

Corinne Warrener, MSW, PhD
Associate Professor, MSW Program Director

Corinne Warrener is a graduate of Rutgers, the State University of New Jersey, MSW and PhD programs. She currently teaches human behavior and practice courses.

Dr. Warrener's research interests revolve around issues of violence in the family unit, including domestic violence, dating violence, sexual assault, child abuse, and sibling abuse.

Dr. Warrener has several years of practical experience working in the domestic violence field. She has worked with survivors from young adulthood to older adulthood doing individual and group therapy.

She has also worked in community education and violence prevention with regards to dating violence among pre-adolescents, adolescents and young adults. She also has experience working in schools, child protection, and foster care.



Darrin Wright, MSW, PhD, LMSW
Field Practicum Director

Dr. Darrin Wright received the B.A. degree in Forensic Psychology at John Jay College of Criminal Justice, earned the Master of Social Work degree at Columbia University School of Social Work and the Ph.D. at Clark Atlanta University. His past work experiences include the Division of Mental Health, Development Disabilities and Addictive Diseases, Georgia Department of Human Resources, the Brooklyn Bureau of Community Services, Brooklyn, New York, and served as a Work-Life Consultant with the United States Air Force Reserves, McGuire Air Force Base, New Jersey.



Dr. Wright joined the School of Social Work in 2006. He served as Principal Investigator of the Morehouse School of Medicine and the Center for Excellence HBCU-CFE Substance Abuse Treatment Workforce Development Mini-Grant Award in 2009. He is a published author and a licensed master social worker.

Dr. Wright is the director of Field Instruction/Practicum Placement Activities. He is responsible for coordinating all aspects of Field Instruction including planning, coordination of agency/student placements, evaluation of the field agency, and recruiting and training agency field instructors.

MSW Staff

Joanne Bassett
MSW Senior Staff Assistant



ADMISSION TO THE MSW PROGRAM

Admission Requirements

Admission to the Whitney M. Young, Jr., School of Social Work is granted to graduates of an accredited four-year college or university who present satisfactory evidence of character and academic qualifications, interest in working with people, and a commitment to social justice and the values of the profession. The applicant's scholastic record must show promise of ability to engage in graduate work including sufficient credit hours in liberal arts courses to satisfy the School's committee on Admissions. The Committee on Admissions determines admission decisions. Whitney M. Young, Jr., School of Social Work has an open admission process to the two year, three year, and Advanced Standing plans of study. Students admitted to the program to pursue a two year or three year Plan of Study enter the University at the beginning of the fall and spring semesters. Students admitted to the Advanced Standing plan of study enter the University in June.

Admission Process

Admissions policies and procedures for those seeking admission to the WMYJSSW MSW Program are found in the Graduate Catalog. This document is available from the Office of Graduate Studies. Applicants are admitted to the MSW Program through the Office of Admission; therefore, all applications must be submitted to Clark Atlanta University, Office of Admissions.

Evaluation of application materials and selection of applicants for admission to the School are determined by the School's Admissions Committee. The Admissions Committee is comprised of faculty members appointed by the Dean. An applicant's suitability for acceptance to the School is based on an assessment of the applicant's intelligence, openness, interest and motivation for professional helping roles. These attributes are determined by a review of the applicant's personal statement, reference statements, undergraduate GPA, employment and/or community involvement, and volunteer experiences. Applicants are evaluated for their potential success in a graduate program and appropriateness for the profession of social work.

All applications will receive two evaluations. In certain circumstances, an interview may be conducted (if deemed necessary by reviewers). Any interviews will be conducted prior to the admissions decision. Subsequent meetings with any faculty will not result in a change in admission decisions for that academic year. Applicants may not appeal a decision of rejection. Applicants may inquire as to a reason for the rejection; all reviewers will include a justification in the comments section of the application review form. This process is confidential; applicants may not know the identity of the faculty who reviewed the application. Applicants are informed in writing of their acceptance or denial of admission to the program.

Application for admission is made to:

Clark Atlanta University
Office of Graduate Admissions
223 James P. Brawley Drive, SW
Atlanta, Georgia 30314
(404) 880-8765
GraduateAdmissions@cau.edu

Materials are forwarded from Office of Graduate Admissions to the School of Social Work when all items listed below have been received. Beginning with applications for entrance in the fall or spring MSW program, applicants must:

- Demonstrate evidence of completion of a baccalaureate degree from an Accredited four-year College or university.
- Complete a baccalaureate degree that reflects a broad liberal arts base to include twenty-one (21) hours in humanities (sociology, history, psychology, political science, economics, ethnic/global studies); three (3) hours in mathematics; and three (3) hours in human biology.
- Have a grade point average of 3.0 on a 4.0 scale based on the official college or university transcript.
- Submit three letters of recommendation; letters must be signed, include contact information, and be presented on letterhead.
- Submit a personal statement.
- Submit an application to the University Office of Admissions no later than April 1st for enrollment in the beginning cycle of the two year, or three year Plan of Study, both of which start in August.
- Pay a nonrefundable application fee of \$40.
- International students must also submit IELTS or TOEFL scores. A minimum score of 5.0 for IELTS or 500 for TOEFL is required.

Note: Applicants who have liberal arts deficiencies may be admitted conditionally, such students must complete all liberal arts requirements during their matriculation in the MSW program.

Applicants Seeking Admission to the Advanced Standing Plan of Study must:

- Demonstrate evidence of completion of a bachelor's degree in social work from a school of social work accredited by the Council on Social Work Education (CSWE).
- Have a GPA of 3.2 or better on a 4.0 scale.
- Submit three professional letters of recommendation.
- Submit a personal statement.
- Submit an application to the University Office of Admissions no later than April 1st for enrollment in the beginning cycle of the Advanced Standing Program which starts in June.
- Pay a nonrefundable application fee of \$40.

Although applicants who have liberal arts deficiencies may be considered for provisional admission, students who have not taken required liberal arts prerequisites must register for and complete the required liberal arts course (s) before the end of the first semester of study in the MSW Program. In *all* cases students must present official transcripts confirming that a liberal arts requirement has been completed.

An interview with a student may be required as part of the admission process for each Plan of Study. The Admissions Committee will contact students for an interview if an interview is necessary.

Applicants who have earned a BSW, but are ineligible for advanced standing, take our generalist practice coursework which explores topics in greater depth and complexity than courses in baccalaureate social work education, and pairs these courses with a seminar and corresponding field placement. Generalist practice coursework neither duplicates nor repeats the content they have studied in undergraduate courses, but instead, advances it to the graduate level.

Note: *The Master of Social Work Degree program does not permit academic credit for life or work experience.*

Types of Admission

Students are admitted to the MSW Program according to one admission status, all of which are described as follows:

Advanced Standing Admission: Students who have a BSW degree from a school of social work accredited by the Council on Social Work Education. A minimum GPA of 3.2 is required. Applicants with a BSW who have a GPA below 3.2 are potentially eligible for the two year and three year plans of study. The student will go directly to the clinical year if requirements for Advanced Standing are met. Advanced Standing students must matriculate on a full-time basis.

Regular Admission (Two Year): A minimum undergraduate GPA of 3.0 is required. Students with a GPA above 3.0 have the option of entering the three-year program, if preferred. The student will matriculate in the program on a full-time basis, and will complete the program in two years, if all requirements have been satisfactory satisfied.

Part-time Admission (Three Year): These students may include those who have opted for a three-year plan of study, as well as provisional students, or students who did not qualify for Advanced Standing. **Provisional Status** is granted to those students with a GPA below 3.0 who demonstrated graduate level aptitude on other aspects of their application. means that the applicant was admitted to the program with a grade point average that is less than the required 3.0. Students with Provisional Status will complete the program in three years and are not eligible for the two-year plan of study.

International Students

Clark Atlanta University encourages enrollment of students from other countries. In addition to meeting the regular requirements for admission (with allowances for differences abroad in secondary school curricula), the applicant must demonstrate a reasonable proficiency in the English language. The University requires a minimum score of 500 on the paper examination or 173 on the computerized examination of the Test of English as a Foreign Language (TOEFL). Additional policies and services related to international students, international exchange and Immigration and Naturalization Services can be found in the CAU Graduate Catalog. Alternatively, a minimum score of 5.0 on the IELTS is also acceptable.

FIELD INSTRUCTION

Admission To Field Instruction

Students must take field instruction courses concurrently with the generalist and clinical practice courses and field seminar. Students enrolled in a practice course must also be enrolled in the appropriate field instruction and seminar course simultaneously, and vice versa. Students taking the Two-Year and Three-Year Program Options must complete a minimum of 900 field education hours in the course of the program (400 for the generalist year, 500 for the clinical year). Students taking One-Year, Full-Time Advanced Standing Program Option are required to complete 500 hours during their clinical year.

The field placement process begins with the student completing the Application for Field Practicum which is submitted to the Director of Field Practicum and Placement Activities, and discussing the field interests with the academic advisor. Students also must have a signed Field Placement Confirmation Form. Placement options and recommendations for field placement are consistent with students' learning needs and interests, special personal and professional considerations and the curriculum.

The Director of Field Practicum and Placement Activities has ultimate responsibility for approving all field internships. Once the completed and signed Field Placement Confirmation form is signed by both the assigned Field Supervisor and the Director of Field Practicum and Placement Activities, students may register for field education credit hours. A field agency must be approved by the Director of Field Practicum and Placement Activities prior to the student's acceptance of a placement site.

Under no circumstances may a student begin a new field practicum until the first day of the academic semester in which he or she is enrolled in that internship and until the Field Placement Confirmation form is received in the Field Office.

Evaluation of Field Performance

All MSW students must earn the grade of "B" or above in all field courses. When the grade "C" is earned in a field course, the course must be repeated. (See Master of Social Work Field Practicum Handbook for details regarding evaluation of field performance).

Field instruction courses are taken concurrently with the generalist and clinical practice courses and field seminar. Students enrolled in a practice course must also be enrolled in the appropriate field instruction and seminar course simultaneously, and vice versa.

Academic Credit for Life Experience and Previous Experience

The School does not grant academic credit for life experience or previous work experience for course work or field practicum.

Liability Insurance

The administration of Clark Atlanta University maintains a self-insured professional liability policy for its various professional fields. This program covers duly registered social work students for events that may occur while performing duties in their field practicum. The policy provides in minimum amounts not less than \$1,000,000 per occurrence on an occurrence basis, \$3,000,000 annual aggregate. Students wishing to obtain **additional coverage at their own expense** may contact the National Association of Social Workers Insurance Trust at (800) 638-8799, ext. 387. The University does not provide automobile liability coverage. Students who will be using their personal vehicle for agency business should negotiate automobile coverage with the agency at the time of the interview.

Field Education Placement Process

Students are required to participate in a planning process designed to help clarify their goals and interests prior to contacting social service agencies to interview for field placements. Each student completes an application for the practicum, which is located in the office of the Director of Field Education and Practicum Activities. Students meet with their assigned faculty advisors to ensure that all academic requirements have been completed and to discuss any issues or problematic concerns that may impact their performance in practicum.

The Director of Field Education and Practicum Activities has ultimate responsibility for approving all field practicum assignments. **MSW STUDENTS MAY NOT BEGIN EARNING PRACTICUM CREDIT UNTIL THE DIRECTOR OF FIELD EDUCATION AND PRACTICUM ACTIVITIES APPROVES THE PRACTICUM SITE.**

Two Year Students

Generally, students are expected to do their first- and second-year field placements in different agencies. The basic rationale for this policy is that the two field experiences should not be restrictive. When a student is placed in the same agency for both placements, the plan must be considered to be educationally more advantageous than the regular model of two separate placements by the Agency Supervisor, the Faculty Field Liaison, the Director of Practicum and Placement Activities, and the student.

Placement in the same agency for two years is done under two circumstances: (1) when the student is an employee of the agency in which s/he is also placed for his/her field placement and the agency can provide experiences that will meet the requirements of both generalist and specialization year to include: a) the availability of a broad range of cases and treatment modalities b) opportunities for both interdisciplinary and collaborative work; and (2) when, during the course of the first field placement, it is felt by the Faculty Field Liaison and the supervisor that a second year placement in the same agency will be supportive of the student's professional development. In both of these instances, the agency setting must expose the student to a broad range of experiences and to a different and deepened level of learning than that provided during the first year of placement. As well, the field placements must provide field learning experiences that encompass both the generalist and specialized educational experiences.

Three Year Students

Courses offered during days and evenings. Evening and weekend field placements are very limited so that students who work will require time away from their job for field placement. This will require that a part-time student will have his or her supervisors write a letter, to the Director of Field Practicum and Placement Activities, indicating that the student will be released from work to carry out his/her field placement assignment.

The School acknowledges that employment is a necessity for any student given today's economic pressures and the fact that many students are older and have major responsibilities. Part-time work is obviously more appropriate than full-time employment. In instances where a student is able to use his or her work site as a field agency site, the agency site must be informed that in some instances, the student may need to take courses during day hours. There are very limited evening or weekend placements so that students who work will need time away from their place of employment when enrolled in Field Practicum. As well, while there are evening courses, some course work will have to be taken during the day based on School resources. Students placed at non-work sites will need to notify their employers of their need to be away from their workplace for their field practicum. The employer must submit permission in writing for the student to be released from work to do his/her field practicum to the Director of Field Practicum and Placement Activities.

Criteria for a two-year placement are listed below and must be mutually agreed upon and put in writing by the Director of Field Practicum and Placement Activities and the agency supervisor:

- The agency must provide experiences that will meet the requirements of both a generalist year and specialization year.
- A two-year field internship placement must offer excellent opportunity for both interdisciplinary and collaborative work. As well, the student must be provided with the type learning experience that corresponds with the School's expectations for a second year field placement.
- There must be a broad range of cases and treatment modalities.
- The agency supervisor must work closely with the Practicum Office on development of an educational learning experience for the student and the thorough evaluation of the two-year field placement.

Procedures for a two-year field placement are as follows:

- The student must discuss his/her interest in a two-year field placement with his/her faculty field liaison and agency supervisor prior to the time when decisions regarding second year placements are to be made.
- The faculty field liaison must discuss the two-year placement with the Director of Field Practicum and Placement Activities and they will determine if the criteria for a two-year field placement can be met at the agency.
- The Director of Field Practicum and Placement Activities must convey this plan in writing to the student's Educational Advisor.

- The student must be advised to complete a statement that provides the rationale for a two-year field placement based on the criteria for a two-year placement.
- The Director of Field Practicum and Placement Activities will convey approval/disapproval of the two-year field placement to the student.

Refer to the MSW Program Field Practicum Manual for more information on field placement.

PROGRAM POLICIES

Termination for Non-Academic Reasons

Whitney M. Young, Jr., School of Social Work, through its various faculties and appropriate committees, reserves the discretionary right to place on probation or dismiss from the School any student whose performance in academic courses or field work is deemed unsatisfactory, or whose personal or professional conduct renders him or her an undesirable member of the School community.

Students are expected to maintain high academic and professional standing in both the classroom and field. Classroom attendance and participation, compliance with due dates for written assignments, and compliance with agency expectations are among these standards. These standards are part of the MSW academic program and include nonacademic behaviors, which may indicate that a student is impaired professionally. Nonacademic professional impairment is defined as the inability or unwillingness on the part of a student to abide by the standards of professional conduct as prescribed by the National Association of Social Workers' Code of Ethics and the National Association of Black Social Workers' Code of Ethics. The Academic Practicum Grievance Committee need not be convened when there is clear evidence of a violation of the Code of Professional Ethics.

Personal conduct subject to administrative termination or dismissal includes but is not limited to, such matters as the following:

- All forms of dishonesty including plagiarism, (See University Graduate Student Handbook and University Graduate Catalog), furnishing false information to the School or placement agency, alteration of placement agency documents or records, falsifying agency or School records including time sheets for time spent in Field Practicum.
- Use of drugs on the University or agency premises (See University policy regarding Drug use in the University Catalog and Graduate Student Handbook). Students should also familiarize themselves with their placement agency's policy on Drug use.
- Physical abuse of, or threat of physical abuse to any person at the University, placement agency premises, or at a University sponsored or supervised function (See University Graduate Student Handbook).
- Habitual tardiness to class, meetings or to an agency demonstrating little or no evidence of professional responsibility.
- Impaired judgment, decision-making, or problem solving in one's personal life.
- Inappropriate or disruptive behavior toward colleagues, faculty, staff, peers, or clients.
- Inadequate interpersonal skills whereby the student is unable to relate to others appropriately and incongruence with the values, ethics, and beliefs of the social work profession.
- Personal problems that include personal or emotional difficulties that consistently and significantly interfere with learning.
- Behaviors that raise questions regarding the student's motivation, academic preparedness and/or suitability for a career in social work.
- Violation of the NASW Code of Ethics.

- Voluntary withdrawal from the MSW Program.

Termination for Academic Reasons

Any of the following situations will result in the academic dismissal of students enrolled in the MSW Program:

- All forms of dishonesty including plagiarism, (See University Graduate Catalog), furnishing false information to the School or placement agency, alteration of placement agency documents or records, falsifying agency or School records including time sheets for time spent in Field Practicum.
- An “F” grade in any course.
- Three (3) or more grades of “C” or lower in any course.
- Grade of “C” or lower in clinical year Field Practicum.
- Grade of “F” in generalist year Field Practicum.
- Academic probation more than one term.

GPA: In compliance with university policy, students who fall below the required 3.0 cumulative GPA threshold will be placed on academic probation for the following semester. A student on academic probation must earn a grade point average of 3.0 during the following semester to remain in the program.

Failure to recover the 3.0 GPA at the end of the probation period as indicated earlier, will result in dismissal from the program and the graduate school. The Associate Dean will be responsible for monitoring probation and notifying the student(s) when he or she has fulfilled the requirements for dismissal from probation or the program.

F Grades: Students who earn an “F” grade in any course will be dismissed from the program.

C Grades: Students cannot graduate with more than two “C” grades on their transcript. Advanced standing students may only have one “C” grade at graduation. **Students who earn a “C” grade in any field or practice sequence core courses, or psychopathology, are required to retake the course the next time it is offered with approval from the MSW Program Director.**

Practice courses include generalist skills of practice (CSSW 500A; CSSW 500B; CSSW 505) and specialized clinical practice courses (CSSW 503; CSSW 504A; CSSW 504B).

Psychopathology (CSSW 611) is a human behavior course that is essential to clinical practice.

Field courses include generalist year practicum (CSSW 501A; CSSW 501B) and clinical year practicum (CSSW 502A; CSSW 502B). Students may not advance to a subsequent practice or field course until a passing grade of ‘B’ or higher has been achieved. Students required to retake a class must register and financially enroll in the course as required by the university’s policies.

MSW Program Grievances and Appeals

Students may file grievances and have a right to due process appeal to the University. The Academic and Practicum Grievance Committee reviews grievances, which serve both the undergraduate and graduate programs. Issues addressed by the Committee, include academic performance, field performance, or a combination of academic and field performance.

Coursework Grievances And Appeals

Faculty members will make themselves available for consultation regarding academic issues. Students are encouraged to meet with the faculty member prior to filing a formal appeal. Students may not appeal a B grade; only a C or lower may be contested.

If the student is not satisfactorily resolved between the student and the professor, the professor will submit in writing, within five (5) working days of the meeting with the student, a statement describing the concerns. The student will put his/her concerns in writing as well. Both written statements should be sent to the student's educational advisor.

The educational advisor will meet with the student and professor separately to discuss the academic concern and seek resolution. If a satisfactory decision is reached by the student, professor, and educational advisor, the issue is considered to be resolved. A written statement to this effect by the educational advisor must be completed and provided to the professor and student and a copy placed in the student's file.

If resolution cannot be reached regarding the academic matter, the educational advisor will put the outcome of the meeting with the student and professor in writing and provide a copy to the student and professor and have a copy placed in the student's file. If the student or professor wishes to further pursue the matter, they can submit their written statement and the statement from the educational advisor to the Chair of the Academic and Practicum Grievance Committee.

In matters pertaining to academic concerns, the Academic Standards Committee will consist of the Director of the Program (MSW, BSW or Ph.D.), the Director of Field Practicum and Placement Activities (if practicum related), two student representatives (the presidents of the generalist and clinical year MSW classes), and a faculty member appointed by the Dean. The Associate Dean serves as Chair of the Committee for academic matters. The student involved can invite a faculty member of his/her choice and another student. The faculty and student representatives selected by the student can present their views regarding the educational issues involved but cannot vote. Thus, the faculty and student representatives, selected by the student, must leave the meeting prior to the vote. The Committee will review and discuss the various documents and hear all parties involved. The Committee has as its mission the resolution of the issue(s) presented.

The committee will discuss the issues(s) in closed session. The discussion will include committee members only and will not include the student and faculty representatives selected by the student. The Program Director provides the Committee's decision to the student and

supervisor verbally following the meeting and in writing no later than seven (7) working days following the meeting.

After receipt of the Committee's decision, if the student remains dissatisfied, a final appeal in writing may be lodged with the Dean. The Dean will meet separately with the student and with the Grievance Committee and will subsequently inform the student, in writing of the School's final decision.

The Dean's decision is the final decision and cannot be appealed elsewhere.

MSW Field Education Grievances and Appeals

The field instructor and faculty liaison will make themselves available for consultation regarding fieldwork issues. The student, the agency supervisor, and the faculty liaison will meet with each other before filing a formal appeal to address concerns by the student or concerns regarding a student's performance in the field when it is felt that the student's performance is unsatisfactory, unprofessional or unethical.

If the issue is not satisfactorily resolved between the student, field instructor and the faculty field liaison, the complainant should then submit in writing within **five (5)** working days, to request to review the concerns with the Director of Field Education and the MSW Program Chair. If the issue is not satisfactorily resolved at the Field Director and MSW program Director level the student should then submit in writing within **five (5)** working days, to request to review the concerns with the Academic and Practicum Grievance Committee. The other party or parties involved should also write a statement detailing his/her perspective on the situation. A written copy of the concern will be placed in the student's field placement file.

The Academic Standards Committee will consist of the following members: The Associate Dean of the School of Social Work as the Chair, the Director of Field Education for matters relating to field practicum, and faculty members appointed by the Dean. The Director of MSW Program, the faculty field liaison, the student's faculty advisor and, and a student representative. The student involved can invite a faculty member of his/her choice and another student (**advocates**). The faculty and student representatives selected by the student can present their views regarding the educational issues involved. The Chair will review and discuss the various documents and hear all parties involved. The Committee has as its mission the resolution of the issue(s) presented.

The Chair will hear the issue(s) for discussion from the committee and make a decision. The Chair provides a written decision to the student, the academic advisor, and the Office of the Dean within seven (7) working days following the meeting.

After receipt of the Chair's decision, if the student remains dissatisfied, a final appeal in writing may be lodged with the Dean **within seven (7) working days**. The Dean will **review the minutes and the attachments as it relates to the grievance** and will subsequently inform the student, in writing **within ten (10) working days** of the School's final decision.

If a student is dissatisfied with the decision rendered at the School level, the student can file a grievance at the University level through the Dean of Graduate Studies (See CAU's Graduate Student Handbook online).

Rights and Responsibilities of Graduate Students

All students are required to attend orientation for the Master of Social Work Program. It is the responsibility of the student to attend orientation to become familiar with the policies and procedures governing graduate study as outlined in the Graduate Catalog, the CAU Student Handbook and the MSW Program Student Handbook, an overview of the MSW curriculum, advising, and Field Practicum requirements.

MSW students are afforded rights and privileges that include freedom from discrimination based on race, color, ethnicity, national origin, religion, sex, age, sexual orientation, political orientation, or Veteran status, disabled veteran status or disability unrelated to program performance. Additionally, students have the right to learn in an environment free from sexual harassment, to have entitlement to intellectual property ownership, and to have rights in relation to educational records as promulgated in the General Education Provisions Action. Students have the right to seek redress through established institutional procedures outlined in the Graduate Catalog.

Social work students have the right to receive faculty support in order to maximize academic potential. Accordingly, students have the right to expect social work faculty members to post and keep regular office hours and to be accessible to students at other times as scheduled by appointment. Students have the right to expect to communicate expeditiously with faculty via telephone, e-mail or in writing. Students have the right to request faculty consultation necessary and appropriate for understanding assignments and avenues available for improving skills. Students have the right to receive in writing notification of classroom policies (i.e. policies stated in course syllabi) and curriculum requirements. Students are responsible for conducting themselves in a manner consistent with the ethical principles and standards of CAU's academic community and with the ethical standards of the social work profession. CAU's policy regarding academic misconduct includes abetting, cheating, plagiarism, fabrication, and misrepresentation. Policies regarding non-academic conduct violations that include inhibiting the "institution's pursuit of its educational objectives," disregarding the "rights of other members of the academic community," and disregard for "safety to property and others" are also found in the CAU Graduate Catalog.

In the social work learning community, students are expected to strive to uphold the ethical standards as stated in the NASW Code of Ethics. Gross violations of the Code that correspond to Clark Atlanta University (CAU) policies regarding academic and non-academic misconduct are subject to the disciplinary action prescribed in the CAU Catalog. These policies and practices are found in the University's Graduate Catalog, the Graduate Academic Regulations and Procedures Handbook, the University's Student Handbook, the MSW Program Student Handbook and the MSW Field Practicum Manual.

Each student enrolled in the graduate social work program has the opportunity to actively participate in his/her own learning outcomes. There are several ways in which students engage in their learning experiences. For example, students are assigned an academic advisor with which they can discuss responsibilities and expectations related to program goals and objectives, as well as meeting the requirements of Clark Atlanta University.

Students must assume certain responsibilities for preparation as a successful social worker. For example, students are expected to utilize the resources of the University and MSW Program (Graduate Student Resource Center, Graduate Writing Lab, University Counseling Center, Woodruff Library and Center, faculty and staff, and peers). Students are encouraged to strive to be assertive and conscientious in terms of being informed of all activities of the MSW Program by regularly visiting the website and reading the Program's bulletin boards. Of equal importance, students are responsible for expressing values, attitudes and behaviors that are consistent with program expectations.

In the areas of governance and program maintenance, students participate in the selection of their field placement agencies and are expected to engage in meaningful discussion about course content, materials, assigned readings, agency policies and methods of instruction with faculty field liaisons and field supervisors. Students also participate in developing their individual educational plan by working with their agency field supervisor and their faculty liaison in outlining educational objectives and outcomes as part of development of the Field Practicum Learning Contract. Students also participate in MSW Program Committee. Students are eligible to be appointed annually to serve on different MSW Program committees and have representation on special committees, representation on the field practicum advisory board, and representation on the MSW attend faculty meetings, serve as student representatives on curriculum content area committees, and assist faculty in planning the orientation of new MSW students.

MSW Student Advisement

Each student is assigned an educational advisor once they are admitted to the program. The educational advisor's role is to guide the student in developing an educational plan for his/her time in the program.

Expectations of Faculty

It is expected that faculty will:

- Provide a syllabus that includes a description of the course, course objectives, reading requirements, class assignments, expectations for class attendance, and the procedure for course evaluation;
- Encourage students to utilize the Atlanta University Center Robert W. Woodruff Library and other college and university libraries in the area;
- Demonstrate fair, impartial and constructive in evaluation a student's academic performance;

- Return student papers, assignments and examinations in a timely manner and with appropriate constructive comments;
- Post and keep regularly scheduled office hours;
- Encourage constructive criticism and recommendations from students about how courses can be improved as part of the semester evaluation of each course;
- Treat students with respect at all times; and
- Advise students in advance, when possible, of cancellation of any class.

Expectations of Students

It is expected that students will:

- Attend orientation and become familiar with policies and procedures.
- Adequately prepare for each class and actively participate in class discussions.
- Attend classes regularly and notify professors when a class will not be attended or when s/he has to leave early;
- Complete and submit all course assignments by the date(s) designated.
- Not plagiarize the work of others. Plagiarism is a violation of University and School policies and can result in administrative termination (See University Catalog: Conditions Warranting Administrative Termination. Also, Handbook of Academic Policies and Procedures for Graduate Students and Faculty).
- Be respectful of classmates, faculty, and staff at all times.

Personal Conduct and Use of Social Media

As social workers, we must be aware that our private world has a greater likelihood of becoming public when using social media. Field instructors, colleagues, and even clients may have access to information via the Internet that you would otherwise limit to your friends and families. Section 4.03 of the Code of Ethics states that “social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.” It is inappropriate for students to refer to any fieldwork site/agency, client, or client situation, etc. on their personal social media pages (e.g. Facebook, My Space, Twitter, and Blog), no matter how many security settings have been invoked).

Be clear if you are sharing personal views and use good judgment regarding sensitive issues. Verify information before you post it, correct mistakes in a timely manner, and be aware of legal liability issues such as copyright infringement, defamation, and posting proprietary information. See Section 4.06(a) of the Code of Ethics: “Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker’s employing agency.”

Social media channels provide an excellent means to build community; however, as you utilize these tools, do no harm to yourself, your field site, your clients, the School of Social Work, your classmates or to the social work profession in the process. Students who have been found to be in

clear violation of Social Work Code of Ethics section(s) referenced above will be subject to possible termination from the program for unprofessional behavior.

UNIVERSITY STANDARDS

CAU Code of Conduct

In addition to the above stated expectations, students must adhere to the CAU Code of Personal Conduct, (CAU Catalog; CAU Handbook of Academic Policies and Procedures for Graduate Students and Faculty).

Academic Standards

Academic Probation

Two year and three year MSW students who do not earn a cumulative grade point average of 3.0 at the end of the semester are placed on academic probation for the following term. Students who do not achieve a cumulative grade point average of 3.0 the following semester will be dismissed from the MSW Program (see Policies and Procedures for Graduate Programs and CAU Graduate Catalog).

A student who receives a grade of “C” in Practicum will be placed on academic probation within the School of Social Work for the following term. The student will be permitted to enter the next practicum course on condition that they must receive a minimum of a “B” grade in the next practicum. Students who do not receive a minimum of a “B” grade will not be permitted to remain in the program.

Readmission after Termination

Students who have been terminated from the program shall not be considered for readmission for three (3) years from the date of termination.

Students who are readmitted following termination for academic reasons must:

- Retake all courses where a “C” or “F” grade was received. Student must receive a “B” or better in these courses.
- Receive a “B” or better in all remaining courses.

Students who were dismissed for receiving an “F” in field are not eligible for readmission to the MSW program.

Transfer of Credits

Granting of credit for non-social work courses taken at another CAU School or another institution may be considered under the following conditions:

Graduate level non-social work courses taken at another CAU School or another institution can be credited for elective courses only. For credit to be given for elective courses, the student must provide the educational advisor with the course description, course outline, and title and edition

of the textbook used for the course for review by the MSW Program Director. The course must be comparable to an elective course that is offered by the School. Courses must have been taken within a time period not to exceed four years at the time of admission to the program. This policy is in keeping with the University's policy on transfer credits as outlined in the University Graduate Catalog.

If a student is given credit for a non-social work graduate course taken at another CAU School or another institution, the Director of the MSW Program must put this approval in writing for the student's record and submit a copy of the course approval to the Registrar's Office so that the course can be identified on the student's transcript.

Current students who have taken courses at an accredited social work program may transfer no more than 9 semester credit hours. All transfer courses must be congruent with CAU and the WMYJSSW curriculum and must be approved by the MSW Program Director. Students must submit requests through their educational advisor. Requests for transfer should be arranged with the educational advisor during academic advising or no later than the first two weeks of the fall semester. The educational advisor, MSW Program Director, Dean of the School of Social Work and the Registrar's Office, must approve all transfer courses.

Transfer Credit for Courses Taken at a Graduate School of Social Work Accredited by the Council on Social Work Education

Courses taken at other accredited graduate schools of social work are transferable for entrance to year 2 of the MSW Program when required courses for the first-year generalist have been completed, including field work, and the person has received grades of "B" or better in all generalist courses. A student who has taken the first year generalist social work courses but has not taken field work may also apply. The student will have to complete the first-year field practicum requirements (CSSW 501A Concurrent Field Practicum and Seminar I and CSSW 501B Concurrent Field Practicum and Seminar II) prior to taking second year focus courses and the second year field practicum. In both instances, the student must submit the application for admission, the application filing fee, personal statement, official undergraduate transcript, a catalog description and course syllabi of all courses taken, and three letters of reference. The MSW Program Director will review these materials and a decision will be made. The following materials are required:

- Graduate Master of Social Work school catalog with course descriptions;
- Course syllabi for all first-year generalist courses;
- Official transcript of Master of Social Work courses;
- Evaluations from the agency practicum supervisor and faculty field liaison;
- The first-year generalist social work courses must have been taken within a time period not to exceed four years;

Where a student's cumulative semester credit hours for year one of their graduate social work education (generalist) are less than the cumulative semester credit hours required by the School's first year, a student must take additional courses to ensure that s/he has the appropriate number of cumulative semester credit hours required by the School for graduation; and where a student's

cumulative semester credit hours for year one (generalist) at another school of social work are more than the cumulative semester credit hours required by the School, the student cannot reduce the semester credit hours required by the School's second year of coursework. This will mean that the student will have more credit hours for graduation than is required by the School.

Students completing the MSW generalist year at another institution with an accredited program in Social Work may transfer no more than thirty (30) hours, which is equivalent to the Whitney M. Young, Jr., School of Social Work generalist year semester hour credits. The maximum number of credits transferable for other students (i.e. current students who take classes elsewhere during their matriculation) is nine (9) semester credit hours. Courses with a "C" grade are not transferable.

Withdrawals

Students may withdraw without penalty until the University Last Day of Withdrawal period. Those students considering withdrawing from the School should consult with their Educational Advisor immediately. Following advisement, the student must formally notify the University of his/her intention to withdraw by completing a Withdrawal Form, which can be obtained from the University's Registrar Office, securing the appropriate signatures, specified on the Withdrawal Form, and returning the Form to the University's Registrar Office. A signed copy with appropriate signatures must be submitted to the MSW Program Director. Students should refer to the University Catalog regarding tuition refund.

Leave of Absence/Withdrawal

A student who's academic and field practicum performances are in good standing may request a leave of absence, not to exceed more than one calendar year. The request should be made in writing and addressed to the Dean after consultation by the student with the student's educational advisor and the Program Director of the MSW Program. Requests for a Leave of Absence should be made for a specific reason, such as the student's being ill, illness of a member of the family, or family hardship and must be in writing.

A Leave of Absence enables a student to register without going through the re-admission process. No partial credit will be given for incomplete field practicum courses. The School has an open enrollment and the student must file an official Statement of Intent to register with the MSW Program Director or through the Dean's Office. A student who extends his/her leave beyond the approved period of time will be considered to have withdrawn from the School, and reinstatement will be subject to the procedures governing withdrawal. A student granted a Leave of Absence must meet the program requirements of the class in which s/he is readmitted. Approval of reinstatement will be made by the Admissions Committee, MSW Program Director and the School's Dean on the basis of correspondence regarding the reason for the leave and the student's statement of what transpired as part of his/her Statement of Intent.

Medical Leave of Absence/Withdrawal

A student may petition the Dean for a Medical Leave of Absence. Reasons for the request as well as a statement from a physician or appropriate professional person, which documents the need for a leave, must be included with the letter of petition. The procedures and policies for reinstatement are the same as for a regular leave of absence, but must include supporting documentation from the student's physician or other appropriate professional persons.

Readmission After Medical Leave Withdrawal

A student who has withdrawn from the School is not automatically readmitted. An application for readmission must be obtained from the Graduate Office of Admissions and returned to that office. The materials should be submitted to the MSW Program Director. The Program Director, upon reviewing the material, may request a statement by the student covering only the period of time between the withdrawal from the school and the new application for readmission. The Admissions Committee will review the application in light of the current admission policies, and with due regard to the circumstances surrounding the student's withdrawal. The Admissions Committee will determine which courses the student will be granted credit for and determine the courses that must be taken in light of the School's current curriculum.

Incomplete Grades

Assigning of the “Incomplete or “I” grade – the grade of “Incomplete” or “I” may take place in the event of unusual circumstances that prevent a student from completing course requirements. The “I” grade does not immediately impact the student’s grade point average.

Completing of requirements of the course – the student is responsible for making arrangements with the instructor for the completion of the course requirements. Students are allowed one calendar year to complete the course assignments. Once the student has completed all course requirements, the instructor will submit a grade change to the Office of the Registrar for recording. Failure to complete course requirements within one calendar year will result in the assignment of the grade “F” to the student’s record.

Extension Requests – prior to the end of one calendar year, the student must submit a written request for an extension to remove the incomplete grade. The instructor, Program Director and Dean must approve the extension before the Registrar grants and extension of time.

In the event that the instructor is not available, the MSW Program Director, Associate Dean, and/or Dean will represent the instructor’s interest.

Grading Policies for Coursework

- A student must maintain a cumulative grade point average of 3.0 in order to be in good standing.
- A student must have a cumulative grade point average of 3.0 in order to receive the MSW degree and graduate.

- A student whose cumulative grade point average falls below 3.0 at the end of a given semester is placed on academic warning, then academic probation, and then is dismissed.
- Incomplete grades must be changed to a final grade within 1 year of the original course. After this time, grades will automatically change to an “F”.
- Generalist courses must be taken in sequence. Requests for exceptions or changes to the plan of study must be submitted to the MSW Program Director and follow the approval process (Director, Associate Dean, and Dean). Practice courses are not considered in this category. Practice courses and Field Practicum must be taken in sequence, without exception.

Exceptions can be made to grading policies if the student has a disability that has been corroborated by the CAU Office of Counseling and Disability Services. Such exceptions will be made by the Dean in consultation with the Program Director of the MSW Program with appropriate documentation from the CAU Office of Counseling and Disability Services. Students with a disability, corroborated by the CAU Office of Counseling and Disability Services, may be provided other specialized services as is appropriate for the identified disability.

University Grading System

The graduate grading system at the University is as follows: A, B, C, P, F, I, AU, IP, and W. While each faculty member determines the grading scale for individual classes and what the requirements are, they utilize the School’s umbrella definitions of what the varying letter grades mean. No consideration is given to plus or minus appended to a grade by the university. These definitions are as follows:

- **“A”** Outstanding academic work: The student meets course objectives, submit substantively well written paper, demonstrates full knowledge and understanding of materials, presents high quality oral papers, is invested in classroom discussions as evidenced by contributions, assumes responsibilities in group activities, is prepared for class as evidenced by his/her having read the assigned readings, and performs within the expected range of 90-100 on exams or the equivalent when a point system is used. Performance within these parameters will result in a letter grade of **“A”**.
- **“B”** Very good academic work: The student meets course objectives, submits papers that are thoughtful, demonstrates some knowledge and understanding of materials, presents good oral presentations, is invested in classroom discussions as evidence by occasionally contributing to the class, assumes responsibility in group activities, is prepared for class as evidence by his/her having read most of the assigned readings, and performs with the expected range of 80 to 89 on exams or the equivalent when a point system is used. Performance within these parameters will result in a letter grade of **“B”**.
- **“C”** Fair academic work: The student minimally meets course objectives, submits marginal papers, demonstrates minimal knowledge and understanding or materials, presents oral presentations that are fair evidences minimal investment in classroom discussions and rarely contributes to discussions, is occasionally prepared for class as evidenced by his/her completing assigned readings, and performs within the expected

range of 70 to 79 or the equivalent when a point system is used. Performance with these parameters will result in a letter grade of “C”.

- **“F”** Failure in course which carries no credit: Student does not demonstrate mastery of course content, does not meet course objectives, submits very poorly written papers that do not reflect graduate level work, demonstrates very minimal knowledge and understanding of materials, presents inadequate oral presentations, very rarely contributes to class discussions, and performs within the range of 59 and below on exams or the equivalent when a point system is used. Performance within these parameters will result in a letter grade of “F”.
- **“I”** Incomplete: Student has not submitted all the requirements for a grade and has made satisfactory arrangement with the professor involved to complete the remaining portion of the work before the end of the semester in which the mark of “I” was given or a specified period of time designated by the professor. The faculty member must submit to the Director of the MSW Program a statement stipulating 1) why the grade “I” is given, 2) the grade earned on the work completed, and 3) the percentage of the final grade dependent on the missing work. If the “I” is not changed by the faculty member by the end of the next semester in which the student is enrolled, the staff of the University’s Registrar Office will change the grade of “I” to a grade of “F”.
- **“AU”** Audit: This is used when the student wishes to register for a course but does not desire to earn credit in it. It yields no academic credit. Permission must be granted by the Dean of the School in collaboration with the Program Director.
- **“W”** Withdrew: The grade of “W” indicates that a student officially withdrew from a course not later than the date specified for withdrawal as published in the annual University Calendar. Students who withdraw after the specified date for withdrawal are given a grade of “F”.

The minimum standard for graduate work leading to a degree is a “B” average, which is the equivalent of a 3.0 Grade Point Average (GPA). The grading scale for courses is as follows:

A	4.0
B	3.0
C	2.0
F	0.0

The GPA is computed by dividing the total number of semester hours carried into the total number of quality points earned. The GPA, computed by the University’s Registrar Office, is the GPA used by the School.

Student Organizations

The School seeks to develop and maintain a learning atmosphere that promotes learning and open debate of issues and ideas. Established in 2006, Young Masters is one of the MSW Program Student Organizations, which contributes to and benefit students. It serves to: (1) promote the individual and collective interests of the student body; (2) cultivate student leadership and participation in the governance of the School; (3) provide opportunities for the coordination and implementation of student activities; (4) promote membership and participation

in professional organizations; and (5) encourage participation in the student government associations of the School and the University. A faculty member is designated to serve as advisor to the School's Student Government Association.

During academic year 2012-2013, students organized and created a chapter of the National Black Association of Social Workers on campus and actively engaged in several community projects. This group focuses on advocacy and community service.

Professional Organizations

The School encourages active involvement of students in professional organizations and participating in workshops, seminars and annual conferences. Students hold membership in the National Association of Social Workers and the National Association of Black Social Workers. Students are encouraged to be active in the local chapters of these organizations and the local chapter of the Georgia Society for Clinical Social Work. Students are also encouraged to initiate and plan special activities for social work month and other social work activities. As well, students are free to plan colloquia and various public forums, which address current social issues. The School identifies and holds an initiation ceremony for those students who meet eligibility requirements for membership in various honorary organizations and /or societies, particularly the Phi Alpha National Honor Society for Social Workers.

ACCREDITING BODIES

University Accreditation

Clark Atlanta University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award undergraduate, graduate and professional degrees as well as certificate programs. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 Extension 4504 for questions about the accreditation of Clark Atlanta University.

School of Social Work Accreditation

Whitney M. Young, Jr., School of Social Work is accredited by the Council on Social Work education. Contact The Council on Social Work Education at 1701 Duke Street, Suite 200, Alexandria, VA 22314 or call 703-683-8080 for questions about the accreditation of Whitney M. Young, Jr., School of Social Work.

APPENDIX A: PROFESSIONAL RESOURCES

[National Association of Social Workers \(NASW\)](#)

[Code of Ethics](#)

[Georgia Chapter of NASW](#)

[National Association of Black Social Workers \(NABSW\)](#)

[Code of Ethics](#)

[Council on Social Work Education \(CSWE\)](#)

[Georgia Society for Clinical Social Work \(GSCSW\)](#)

[Social Work Hospice and Palliative Care Network](#)

[School Social Work Association of America](#)

[Child Welfare League of America](#)

[Association for Gerontology Education in Social Work](#)

APPENDIX B: SCHOOL COMMITTEES

The School emphasizes the importance of student participation in policy development, ongoing curriculum development, and participation in the various School committees. Students are encouraged to actively participate in the Student Government Association, other student organizations at the School and University levels, and on the various School Committees:

<u>Committee</u>	<u>Student Representation</u>
A. Curriculum	2 Students
B. Continuing Education	2 Students
C. Health/mental health Area of Practice	2 Students
D. Faculty Committee	1 Student
E. Child and Family Area of Practice	2 Students
F. BSW Program	1 Student
G. Master's Program	1 Student
H. Doctoral Program	1 Student
I. Research Committee	2 Students
J. Practicum	2 Students
K. Student Affairs	2 Students
L. Academic and Practicum Grievance	2 Students

(Presidents of first and second year classes)

The Dean of the School meets monthly with the Executive Committee of the School's Student Government Association for the three program levels. The Dean also conducts formal and informal meetings with the student body of the first and second year classes to update them on matters pertaining to the School and to hear and address any issues or concerns students may have.

APPENDIX C: CAU WMYJSSW NON-DISCRIMINATION POLICY

Clark Atlanta University Whitney M. Young, Jr., School of Social Work does not discriminate in its admission policy, programs, or activities on the basis of race, color, gender, religion, age, creed, national or ethnic origin, disability, political orientation, sexual orientation or disabled veteran/Vietnam era veteran status in its educational policies, scholarship and loan programs, other school administered programs, or employment practices and programs.

APPENDIX D: CAU SEXUAL HARASSMENT POLICY

It is the policy of Clark Atlanta University that sexual harassment and discrimination on the basis of gender will not be condoned. (See University Sexual harassment Policy, Handbook of Academic Policies and Procedures for Graduate Students and Faculty).

APPENDIX E: CAU EQUAL OPPORTUNITY/AFFIRMATIVE ACTION POLICY

Clark Atlanta University is an equal opportunity/affirmative action employer. The University provides equal employment opportunities to all faculty, staff, students and applicants without regard to race, color, religion, sex, age, national origin, marital status, mental or physical disability, military or status as a disabled or Vietnam-era veteran in compliance with applicable federal and state laws that pertain to nondiscrimination. Such action shall include, but is not limited to, employment, promotion, demotion, or transfer; recruitment or recruitment advertising; lay-off or separation; rates of pay or other forms of compensation and selection for training programs.

Clark Atlanta University is committed to providing equal educational opportunity for all qualified student applicants and enrolled students without regard to race, sex, religion, color, national origin, age, ancestry, and disability, military, veteran or marital status. This commitment to equal opportunity includes recruitment, admissions, access to and usage of facilities, counseling and testing, financial assistance, placement, and co-curricular programs and activities. (Faculty Handbook; CAU Graduate Catalog).

APPENDIX F: CAU POLICY OF DRUG-FREE ENVIRONMENT

Clark Atlanta University does not permit or condone the illicit or unauthorized possession, use, consumption, sale or distribution of illegal drugs and/or alcohol by its students and employees on its property or as a part of its activities. This policy applies to all full-time and part-time students; and all full-time and part-time permanent and temporary employees, including faculty, administration, all exempt and non-exempt staff and any student employees and interns.

Students who violate this policy will be subject to appropriate disciplinary action consistent with local, state and federal law, which may include counseling, a reprimand and warning, disciplinary probation, suspension, expulsion and referral to the proper law enforcement authorities for prosecution.

Employees who violate this policy will be subject to appropriate disciplinary action consistent with local, state, and federal law, which may include counseling, mandatory participation in an appropriate rehabilitation program, being placed on strict probation, unpaid suspension from employment, termination of employment and referral to the proper law enforcement authorities for prosecution.

All disciplinary procedures and appeals presently applicable to students and employees will continue to be available for violations of this policy.

The purpose of this policy is to produce a workplace and campus environment that discourages the unauthorized or illegal use of drugs and alcohol by student and employees. The University has prepared and made available information that is important for each student and employee to read and understand regarding the legal penalties and the health risks that are associated with alcohol and drug abuse. (Clark Atlanta University Graduate Catalog).

APPENDIX G: CAU CAMPUS CULTURAL CREED

Clark Atlanta University is committed to academic excellence, building character and service to others. The University will achieve its mission by cultivating an environment of honesty, kindness, mutual respect, self-discipline, school loyalty, trust, academic integrity and communal pride. “As a member of this scholarly community, I make the following pledge:

I will work to promote academic honesty and integrity;
I will work to cultivate a learning environment which opposes violence, vulgarity, lewdness and selfishness;
I will embrace the concept of mutual respect by treating others the way I want them to treat me;
I will support a campus culture of diversity by respecting the rights of those whose views and experiences differ from my own;
I will honor and care for the sanctity of my body as the temple of God;
I will commit myself to service so that I can make a difference in the world and a difference for more than just myself;
I will celebrate and contribute to the “spirit of greatness” left by those who preceded me, and I will work to leave this a better place for those who follow me.

As a member of this community, I am committed to conducting myself in ways that contribute to a civil campus environment, which encourages positive behavior in others. I accept the responsibility to uphold these noble ideals as a proud member of the Clark Atlanta University Family.”