



B. J. Walker, Commissioner

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**ADMINISTRATIVE SERVICES COUNTY LETTER NO. 2004-03**

**TO:** County Directors of Family and Children Services  
DFCS Deputy Directors  
DFCS Section and Unit Directors  
OCP/OFI Directors of Field Operations  
OCP Managers of Field Operations  
OFI Regional Managers

**FROM:** Steven E. Love, Acting Director  
Division of Family and Children Services

**SUBJECT:** Masters Degrees

**DATE:** October 6, 2004

**PURPOSE**

The purpose of this Administrative County Letter is to expand on Administrative Services County Letter (ASCL) No. 2001-03 in which the Division outlined certain Masters degrees which, if held by certain social services staff, would result in a 5% pay adjustment.

ASCL 2001-03 remains in effect. However, ASCL 2004-03 expands the provisions outlined in ASCL 2001-03 and extends both the populations eligible to receive such adjustments and the specific Masters degrees that are eligible for the adjustments.

**DISCUSSION**

1. Any staff person who holds a Masters in Social Work, Masters of Education in Counseling, Masters in Counseling or Masters in Gerontology is now eligible for the 5% salary adjustment regardless of which DFCS program he/she works in and regardless of whether he/she works on the county, region or state level.
2. Any staff person who holds a Masters degree in any other behavioral science area **and** if his/her transcript from an accredited college or university documents that he/she has at least 30 quarter hours or 20 semester hours in the equivalent courses outlined in ASCL No. 2001-03, is also eligible for the 5% salary adjustment regardless of which DFCS

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program he/she works in and regardless of whether he/she works on the county, region or state level. The course work identified in ASCL No. 2001-03 is repeated as an Attachment to this county letter.

3. Any staff person who is in a managerial or administrative position (consultant, resource development coordinator, social services or economic support supervisor, program director, county director or deputy, regional director, section director, unit chief or anyone else who holds an administrative or managerial title) who holds a Masters in Public Administration is now eligible for the 5% salary adjustment regardless of which DFCS program he/she works in and regardless of whether he/she works on the county, region or state level.
4. Any staff member who has a different Masters degree and who works in the specific field of the Master's degree (an example would be an accounting staff person who holds a Master's in Accounting or an information system staff person who holds a Masters degree in Information Systems) is now eligible for the 5% salary adjustment regardless of whether he/she works on the county, region or state level.
5. Staff persons who provide supervision to Schools of Social Work BSW or MSW interns will be eligible for a 5% salary **supplement while they are supervising the intern.** The Field Supervisor for a BSW intern can either have a BSW with five years post-BSW experience or be an MSW with 2 years post-MSW experience. The Field Supervisor for an MSW intern has to have an MSW plus 2 years of post-MSW experience. County Directors must assure that these requirements are met. To request a supplement, the county director should submit an e-mail **one month in advance of the supplement start date** to the Division's ORHM Planner (Anita Thomas). The e-mail must identify the person who will be receiving the supplement, the intern or interns they will supervise and the start and stop dates of the supervision.

### **Special Notes**

- Salary adjustments cannot rise above the salary ceiling
- Salary supplements **can** rise above the salary ceiling
- Staff who supervise an intern or interns can only receive a single 5% salary supplement.
- Staff persons whose positions **require** a Masters degree as a minimum requirement are not eligible for an adjustment.
- Staff persons who had their Masters degrees considered in determining their entry salary would not be eligible for an additional salary adjustment.
- Staff may only be compensated once for attainment of a Masters degree.

**REQUIRED PROCEDURES AND DEADLINES**

1. The attached revised “Masters Level Special Salary Adjustment Request Memo” is to be completed by the requesting manager and forwarded no later than Friday, October 29, 2004 to the DFCS Education and Training Services Section with a cc to Clifford O’Connor, DFCS Deputy Director, State Office. The Education and Training Services Section will make a recommendation for approval or denial. The Section will then send the form to the OHRM DFCS Personnel Planner (Anita Thomas) who will review the recommendation and communicate the final decision to the requesting manager with cc’s to the DFCS Deputy Director, the DFCS Education and Training Services Section, the Regional Accounting Office if applicable, and to the OHRM Operations and Benefits Section (approvals only).
2. A copy of the individual’s transcript must also be attached. Please note that no personnel action form is necessary to request this salary adjustment.
3. If received by the deadline of October 29, 2004 and subsequently approved, the salary adjustment will be effective no later than December 1, 2004.
4. On adjustment requests that are received after the October 29, 2004 deadline, the effective data of the adjustment may well be later than December 1, 2004.

**QUESTIONS**

Questions should be submitted to the OHRM DFCS Planner. That individual will contact the Division if assistance in answering any questions is needed.

Cc: Rosa Waymon  
Anita Thomas  
Regional Accounting Office  
Regional Personnel Representatives  
OHRM Operations and Benefits Section

Attachments: Coursework Identified in ASCL 2001-03  
Revised Masters Level Special Salary Adjustment Request Memo

## **ATTACHMENT I: COURSEWORK IDENTIFIED IN ASCL 2001-03**

### **Master of Social Work**

The Master of Social Work Program prepares students for advanced clinical social work practice with concentrations in Health/Mental Health and Child and Family. The curriculum utilizes an ecological problem-solving model incorporating three major themes: Humanistic Values, Afro-centric Perspective and Autonomous Social Work Practice roles.

#### **Autonomous Clinical Social Work Practice**

Initial practice course with emphasis on effective use of self, communication, problem identification, data collection, assessment, decision making, intervention strategies, termination and evaluation with and in the interest of microsystems.

#### **Clinical Social Work Practice with Children and Families**

Design for students specializing in Child and Family. It builds upon the foundation practice course.

#### **Group Process and Social Work Administration**

Enables Students to understand, mobilize, and utilize social forces in a group to enhance social functioning, achieve various levels of social functioning, and correct dysfunctional interpersonal and social relationships.

#### **Family Therapy**

Engages students in exploring development of family therapy and dimensions of family practice in social work; in acquiring conceptual, analytical and practice skills necessary for efficient use of one modality and depth of understanding of two other modalities.

#### **Psycho pathology**

Design for clinical students focusing on behavior patterns that have been professionally determined to be "disordered" as listed in the DSM III.

#### **Social Welfare Policy and Services**

Assists students in understanding development of social welfare as an institution; the parameters of social welfare policies which have guided its development; types of services and programs which have evolved; the particularized impact these processes have had on black and other oppressed people.

#### **AIDS Psycho social Issues and Intervention**

Addresses strategies and ramifications of HIV/AIDS from a broad perspective. Additionally, it will focus on legal, ethical, Psycho-social issues that confront social workers in clinical practice.

#### **Child Abuse and Neglect: Treatment/ Prevention**

Examines factors that contribute to the incidence of child abuse and neglect. Intervention modalities examined; problem-solving and assessment of practice emphasized.

Intervention Strategies with Children and Adolescents

Assists students in increasing their knowledge and specialized skills in direct and indirect services to children and adolescents who experience a range of psycho-social problems; also explores different institutions, systems, and interventive approaches serving children and families.

African American Families

Examines historical and contemporary forces impinging upon black families, and the resultant survival strategies of these families. A social systems approach to the study of black families; represents the perspective for viewing those social problems, particularly those of a physical and mental nature, that are of significance to black families.

**Master of Arts in Counseling**

The Master of Arts degree in Counseling Psychology develops professional and scholarly personnel for service as counselors in community agencies and mental health clinics. The program qualifies individuals to serve as psychotherapists and clinicians in mental health clinics.

Human Growth and Development

Provides an overview of individual, family and career development across the life span. Presents a theoretical framework for understanding human development and decision-making from birth through adulthood

Advanced Educational Psychology

Focuses on physical basis of learning, habit formation, perception learning, feelings and emotions, associative learning, memory and the learning process.

Psychology of Individual Differences

Studies psychological differences among individuals due to race, sex, age, intelligence, socioeconomic status and other factors.

Child & Adolescent Psychology

Provides information on individual's behavior during stages of childhood and adolescence.

Helping Relation Skills

Provides a broad understanding of the philosophic foundations of the helping processes necessary for building therapeutic relationships, including cross-cultural counseling theories and their applications. Students will develop intra-personal and interpersonal relationships through practice as well as counseling skills and techniques essential for fostering effective helping relationships.

### Advanced Counseling Theory and Practice

Enables prospective counselors to assist clients in mastery of their environment, improved problem-solving skills, and in better understanding of the meaning and purpose of life via counseling psychotherapy.

### Clinical Assessment and Treatment

Trains students to assess psychological conditions of clients according to the Diagnostic and Statistical Manual (DSM) and recommend appropriate treatment.

### Multi-cultural Mores and Values

Analyzes the psychological, sociological and anthropological principles and research that leads to a deeper understanding of cultural diversity in American society. Emphasizes application of this knowledge to teaching, counseling, and related professions.

### Abnormal Psychology

Focuses on primary personality deviations that appear in diverse cultures.

## **Master of Education in Counseling**

The Master of Education in Counseling prepares graduates to have careers in private or community settings as well as in the school system.

### Coursework

Introduction to Counseling  
Theories of Counseling  
Methods of Counseling  
Human Growth and Development  
Strategies of Life and Career Development  
Assessment  
Group Counseling  
Maladaptive Behavior  
Consultation  
Counseling with Special Populations

## **Masters in Gerontology**

Prepares students for careers in the aging field and for professionals in areas such as health care, business and service industries, recreation and leisure and government.

### Foundation of Community Partnerships

Introduces students to community practice and community partnerships from a social systems perspective. It will present an overview of community practice, through history, applications, and domains. Several community practice theories will be critically examined. Students will develop an understanding of the mission of social work and issues of economic and social justice in the context of the community.

### Psychology of the Aging

Psychological contributions to the understanding, prevention, and treatment of normal and abnormal changes of later life

### Life Course Sociology

Development of the key concepts and processes of life course theories, with application to issues such as: child development and socialization, adolescence, marriage and parenting, work and occupational career, retirement, illness and institutionalization, and death and bereavement.

### **Additional Courses**

Critical Issues of the Aging

Gerontology Practicum

Counseling for Mid and Later Life

Family Gerontology

Psychology of Aging

Social Aspects of Aging

Social Services for the Aging

Communication and Aging

Nutrition and Aging

Gerontological Health care

Life Planning



