Humboldt State University
Department of Social Work
Pupil Personnel Services Credential
Specialization in School Social Work (PPSC-SW)
Program Handbook

Note: The PPSC-SW program at HSU is a Post-MSW program.
**Introduction**

The Humboldt State University (HSU) Department of Social Work offers a *post-MSW* Pupil Personnel Services Credential with a specialization in School Social Work (PPSC-SW) for persons holding a Master of Social Work degree from a program accredited by the Council on Social Work Education. The PPSC-SW program builds upon the breadth and depth of the MSW curriculum, by providing specialized instruction to develop the knowledge, skills, and values required to effectively provide social work services within public school systems. Social workers who successfully complete the program will be eligible to apply to the California Commission on Teacher Credentialing (CTC) for the Pupil Personnel Services Credential in School Social Work.

This handbook is a guide for persons seeking admission to and/or already enrolled in the Humboldt State University Department of Social Work’s PPSC-SW program.

**The Pupil Personnel Services Credential**

The California Commission on Teacher Credentialing (CTC) issues Pupil Personnel Services Credentials (PPSC) with authorizations in four service areas: school counseling, school psychology, school social work, and school child welfare and attendance services. Social workers who work in California K-12 Public Schools are usually required to hold a PPSC with a specialization in School Social Work.

The PPSC-SW authorizes the holder of the credential to perform the following duties:

- Assess home, school, personal, and community factors that may affect a student’s learning.
- Identify and provide intervention strategies for children and their families, including counseling, case management, and crisis intervention.
- Consult with teachers, administrators, and other school staff regarding social and emotional needs of students.
- Coordinate family, school, and community resources on behalf of students.

**Pupil Personnel Services Credential Requirements**

Applying to the CTC for a PPSC with a specialization in School Social Work requires completion of the following:

1. A baccalaureate degree or higher, except in professional education, from a regionally-accredited college or university.
2. Post-baccalaureate degree study consisting of a minimum of 45 semester units in a Commission-approved professional preparation program specializing in school social work, including a practicum with school-aged children.
5. Live Scan fingerprinting and Certificate of Clearance (form 41-LS).
6. Payment of the application processing fee (see Fee Information leaflet CL-659) once the recommendation has been submitted online by the college or university. Individuals will
be notified via email that the application has been submitted and is awaiting payment in a secured database.

In addition, candidates must have completed the following requirements:

1. One thousand (1,000) internship hours, of which:
   - 450 clock hours in a school-based practice field placement supervised by a credentialed practitioner.
     - One hundred (100) of these hours need to be with at least ten (10) pupils of an ethnic background different from that of the candidate.
     - Hours shall be provided in settings with at least two age groups (preschool, elementary, middle, high school), with a minimum of 100 clock hours at each setting.

2. Receipt of a Master of Social Work (MSW) degree from a program accredited by the Council on Social Work Education (CSWE).
The PPSC-SW Program at HSU

The PPSC-SW Program at HSU is designed for students who have already completed their MSW and who can demonstrate that they have completed internship hours that satisfy the State of California’s Commission on Teacher Credentialing requirements for the School Social Work credential.

HSU’s PPSC-SW program enables social workers to develop specialized competencies to provide effective social work services within public school systems. Students must successfully complete all CTC PPSC school social work field placement requirements. The field requirements, whether completed as part of an MSW program or acquired through post-MSW field placements, must be documented and verified. In addition, students must complete two courses offered during Humboldt State’s summer session through the College of eLearning and Extended Education. These courses are taught by HSU Department of Social Work faculty with PPS credentials and experience working in school settings.

SW 670: Social Work Practice in School Settings I focuses on a macro level framework for social work within California K–12 Public School systems. Students explore challenges faced by public schools from a systems perspective, including influences of federal statutory and regulatory requirements, state and local policies, community demands, and the interface with other child serving systems including tribal governments, child welfare, probation, and mental health. Students become familiar with the historical legacy, structure, legal mandates, and fiscal processes that drive public education in California and their effect on students’ academic experiences. Issues relevant to school social work include educational equity, attendance, discipline and due process, collaboration, community development, organizational change and leadership, culturally responsive education systems, trauma-informed education, and school culture that promotes resiliency in students.

SW 671: Social Work Practice in School Settings II utilizes an ecological systems framework to explore social work within California K-12 Public School systems. Students explore the day-to-day aspects of school social work, including issues around confidentiality; social workers as mandated reporters; collaborating with students, school staff, caregivers, and families; attendance and behavior management systems; crisis intervention; psycho-educational groups; bullying and violence prevention programs; data management and the development of meaningful outcome measures; time management; professional development, and self-care.

The Online Learning Experience

Humboldt State University offers fully accredited online undergraduate and graduate social work degrees. Our Distributed Learning (DL) programs are designed for students who would not otherwise have access to higher education. Individuals considering the HSU PPSC-SW Program can learn about our online learning experience by visiting the HSU Department of Social Work Distributed Learning Program’s information page, “Is Online Learning for Me?”

Program Timeline
Applications for the Humboldt State University Department of Social Work’s PPSC-SW Program are accepted between January 1 and March 30. Check with the College of eLearning and Extended Education for a calendar of summer semester dates and costs for the two required PPSC-SW courses.

Current HSU MSW Students who are interested in the PPSC-SW Program should contact the Director of Field Education and the PPSC Program Coordinator to discuss the availability of school-based internships and specific requirements for school-based internships that will help qualify for the PPSC-SW program. The Department of Social Work has partnered with many school districts in Humboldt County including:

- Alice Birney Elementary School
- Arcata Elementary School
- Cutten Elementary School
- Eureka Community School
- Eureka High School
- Grant Elementary School
- Fortuna High School
- Fortuna Middle School
- The Humboldt County Office of Education
- McKinleyville Middle School
- Pine Hill Elementary School
- Ridgewood Elementary School
- South Bay Elementary School
- Zane Middle School

**Application Process for Humboldt State’s PPSC-SW Program**

1. Contact the Department of Social Work PPSC-SW Program Coordinator to review eligibility and program requirements.

2. Submit application materials to the PPSC-SW Program Coordinator by the admissions deadline. Please include the following items in your application package:
   a. Humboldt State University Department of Social Work PPSC-SW Program Application (Form 1).
   b. Cover letter demonstrating interest
   c. School-based internship learning agreement
   d. Official transcripts of all colleges and universities attended

*Mail completed application package to:*
Humboldt State University
Department of Social Work
PPSC-SW Program
1 Harpst St, Arcata, CA 95521
PPSC-SW Recommendation Requirements
1. Candidates must have a Master of Social Work Degree from a CSWE-accredited program.
2. Credential candidates must obtain a Certificate of Clearance using the Live Scan fingerprint process and complete the California Basic Educational Skills Test (CBEST) or satisfy the Basic Skills Requirement (BSR).
3. Candidates are required to pass two three unit courses, Social Work Practice in School Settings I (SW 670) and Social Work Practice in School Settings II (SW 671). These courses are offered each summer through HSU’s College of eLearning and Extended Education.
4. Before applying to the CTC for the PPS credential, candidates must successfully complete credential field placement requirements. This may be done during a student’s MSW program or after they have graduated. Candidates must document and verify that they have successfully demonstrated all CTC standards for the PPSC with a specialization in School Social Work in their field placement.
   • Prospective candidates who completed their PPSC-SW field requirements during their MSW program need to submit a copy of their MSW Field Education learning agreement and evaluation developed for an eligible school-based field placement that is clearly and logically linked to the PPSC-SW standards. An example is included as Form 3.
   • Prospective candidates who complete all or part of the PPSC-SW field requirements post-MSW should note that the HSU Department of Social Work does not arrange field placements, provide field liaison support, or arrange for supervision for field placements for non-matriculated Humboldt State MSW students. It is the applicant’s responsibility to develop their school-based placement, arrange for supervision, develop a learning plan, and verify that they have demonstrated the required credential competencies.
   • All field placements must satisfy the following requirements:
     A. Internship Hours
        1. Applicants must have completed 1,000 total internship hours. Of that total, 450 hours must have been acquired through a school-based internship.
        2. Required internship hours may be acquired after graduation from a CSWE-accredited MSW program through volunteering or employment in an eligible school setting.
     B. Supervision
        1. The CTC requires that school-based internships are supervised by someone with a Pupil Personnel Services Credential who has two (2) years of relevant experience.
     C. Populations Served
        1. Of the 450 school internship hours, the applicant must have worked with two different age groups (preschool, elementary, middle, high school), with a minimum of 100 clock hours at each setting.
        2. Of the 450 school internship hours, 100 hours must be work with at least ten (10) pupils of an ethnic background different from that of the candidate.
   3.
Applying to the California Commission on Teacher Credentialing for the PPS Credential in School Social Work
This is the final step to obtain the PPSC in School Social Work after all academic, field, and administrative requirements have been fulfilled. To be eligible to apply to the CTC for a PPSC-SW, candidates must:
1. Obtain an MSW degree from a CSWE-accredited program
2. Successfully complete SW 670 and SW 671
3. Complete required school-based field placement requirements
4. Document and verify demonstration of school social work competencies
5. Complete and submit the following to the Department of Social Work PPSC-SW Program Coordinator:
   • School-based field education learning agreement and evaluation that is clearly connected to PPSC-SW standards.
   • Copy of passing score on the California Basic Educational Skills Test (CBEST) or satisfaction of the Basic Skills Requirement (BSR).
   • Certificate of Clearance (refer to Livescan and Certificate of Clearance Instructions)
   • HSU Request for Credential Check form.
   • Official Bachelor’s Degree transcripts.
   • Official MSW transcripts.

The PPSC-SW Program Coordinator will review submitted materials for completeness and accuracy. Once approved, the PPSC-SW Program Coordinator will complete the California Commission on Teacher Credentialing’s online process for recommendation of a clear credential. You will receive an email once you have been approved by the CTC.
School Social Work Resources

California Commission on Teacher Credentialing (CTC) http://www.ctc.ca.gov/
Mailing Address: 1900 Capitol Avenue, Sacramento, CA 95811-4213
Credentialing Questions: Toll-Free 1-888-921-2682 E-mail: credentials@ctc.ca.gov
Background Clearance: Toll-Free 1-888-921-268 E-mail: dppinfo@ctc.ca.gov
Testing Policy Questions: Email: exams@ctc.ca.gov
CTC Online Help: Email: CTCOnline@ctc.ca.gov

School Social Work Association of America http://www.sswaa.org

California Association of School Social Workers http://www.cassw.net/

UCLA Center for Mental Health in Schools http://smhp.psych.ucla.edu/
Form 1: HSU Post-MSW PPSC Program Application

Humboldt State University
Department of Social Work
Pupil Personnel Services Credential – Social Work Program Application

Dear Applicant:
The Humboldt State University Department of Social Work offers a Pupil Personnel Services Credential (PPSC) in School Social Work Program.

Social work professionals with a Master of Social Work (MSW) degree from a program accredited by the Council on Social Work Education (CSWE) who are looking to work in California’s public school system as a school social worker are encouraged to apply to the program.

Application Process
Applicants interested in completing the credential program must provide the following items for acceptance into the program.

• A completed PPSC-SW program application
• Official transcripts of all colleges and universities attended

Submit all required application materials to:
Humboldt State University
Department of Social Work
PPSC-SW Program
1 Harpst St, Arcata, CA 95521

Name ___________________________________________ Date____________________
Address ___________________________________________________________________
Street Address ____________________________________________________ _________
City, State, Zip Code  _______________________________________________________
Home Phone _______________________ Cell Phone _____________________________
Email ______________________________________________________________________
Employer _________________________________________________________________
Job Title ___________________________________________________________________

9
Year MSW was completed __________

Institution where MSW was completed__________________________________________

Completion of PPSC Field Requirements:
☐ School-based field requirements were completed as part of my MSW program. I am including a copy of my field education student learning agreement and evaluation that demonstrates how all standards were met.
☐ Some or all of the PPSC field requirements still need to be acquired. I understand that I am responsible for arranging my own field placement, supervision, and verification of my field experience.

Have you ever been convicted, including a conviction based on a plea of no contest, a felony or misdemeanor in California or any other state? yes ___ no___

If yes, please describe circumstances of conviction:

Applicant signature:______________________________________________________________

Office Use Only:
MSW Degree yes___ no___
PPSC field requirements are completed and verified yes___ no___
If no, the plan for completion is________________________________________________
Complete transcripts have been received yes___ no___
Applicant is accepted into the HSU PPSC-SW program yes___ no___
For the Summer Session of __________

Comments:
Form 2: HSU PPSC-SW Program Application Checklist

Successful completion of the HSU PPSC-SW Program allows a social worker to apply to the California Commission on Teacher Credentialing (CTC) for the California State Pupil Personnel Services Credential (PPSC) in School Social Work.

A student file will be maintained by the PPSC-SW Program Coordinator. Students are responsible for making sure copies of required documents get turned into the Program Coordinator in the Department of Social Work Office.

To apply for the HSU Department of Social Work PPSC-SW Program:
• Review the PPSC-SW Program Handbook available on the HSU Department of Social Work website.
• Confer with the PPSC-SW Program Coordinator to discuss your interest in the program and review eligibility requirements.
• Submit a completed application packet to the HSU Department of Social Work between January 1 and March 30 before the summer in which you will take the required additional coursework.

To apply for the PPSC from the California Commission on Teacher Credentialing (CTC), candidates must also:
❑ Complete and pass SW 670 and SW 671
❑ Complete the required hours of school-based practice
❑ Pass the CBEST (California Basic Educational Skills Test) or satisfy the Basic Skills Requirement (BSR)
❑ Obtain a TB test
❑ Obtain live scan fingerprinting (separate from any that is required for your internship) and Certificate of Clearance
❑ Obtain official transcripts
❑ Pay all required state application fees (fingerprints, applications, CBEST, etc.)
❑ Submit the following items as a complete packet to the Department of Social Work PPSC-SW Program Coordinator. The program coordinator cannot initiate the credential recommendation process until all materials have been received.
❑ School-based field learning agreement and evaluation
❑ Copy of passing score on the California Basic Education Skills Test (CBEST) or satisfaction of the Basic Skills Requirement (BSR).
❑ Certificate of Clearance (refer to Livescan and Certificate of Clearance Instructions)
❑ HSU Request for Credential Check form
❑ Official Baccalaureate transcript(s)
❑ Official MSW transcript(s)
Form 3: School-Based Internship Learning Agreement and Evaluation

Humboldt State University
Department of Social Work

School-Based Internship Learning Agreement and Evaluation

Intern Name:____________________________________________________Date:__________

Field Instructor Name:_______________________________________Credential:____________

Off-site Supervisor (if relevant):_______________________________Credential:____________

Faculty Liaison:_________________________________________________________________

Instructions for completing the verification of hours and populations served, school-based field placement learning agreement, and end of the year evaluation:

1. Answer the questions in Part I to verify school-based field placement hours and populations served.
2. Use Part II to describe how the intern’s field experiences demonstrate the California Commission on Teacher Credentialing (CCTC) Pupil Personnel Services (PPS) Generic Standards and Specialized Standards for School Social Work.
3. Use the embedded evaluation tool to assess the intern’s overall performance and demonstration of knowledge and skill during both semesters in the school placement.

Part I.
Generalist Year Field Placement:___________________________________________________
Total Hours:______

Advanced Year Field Placement:__________________________________________________
Total Hours:_____  Total Combined Hours:_______

Primary School Placement
School:____________________________________________________________________
Supervisor:_________________________________________________________________
Off Site Supervisor (if appropriate):______________________________________________
Contact Info:________________________________________________________________
Dates of Placement: ___________________________________________________

☐ Pre-School  ☐ Elementary  ☐ Middle School  ☐ High School  Total Hours:_______

Secondary School Placement
School:_____________________________________________
Supervisor:_________________________________________________________________
Off Site Supervisor (if appropriate):______________________________________________
Contact Info:________________________________________________________________
Dates of Placement: ___________________________________________________

☐ Pre-School  ☐ Elementary  ☐ Middle School  ☐ High School  Total Hours:_______
Work with students of an ethnic background different from the intern.
Intern’s ethnic background: ______
Total number of students with different ethnic background served: ______
Total hours of service to students with different ethnic background served: ______

Part II

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<thead>
<tr>
<th>Rating</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>Great Extent</td>
<td>The student demonstrates the practice behavior 90 to 100% of the time and does so with a high degree of competence reflective of generalist/advanced generalist level social work practice.</td>
</tr>
<tr>
<td>Considerable Extent</td>
<td>The student demonstrates the practice behavior 60 to 89% of the time and does so with a good degree of competence showing strong promise as a generalist/advanced generalist level social worker.</td>
</tr>
<tr>
<td>Some Extent</td>
<td>The student demonstrates the practice behavior 30 to 59% of the time and does so with some competence that with practice will likely improve to a considerable or great extent.</td>
</tr>
<tr>
<td>Little or no Extent</td>
<td>The student demonstrates the practice behavior less than 30% of the time or with very little competence and is unlikely to improve to a considerable extent even with practice. If this is marked, the behavior should be discussed with Faculty Liaison.</td>
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</tbody>
</table>

Scores in the “little to no extent” range are of concern and should be discussed with the Faculty Liaison as soon as possible.

Honesty and accuracy in assessment is critical for meaningful professional development. We encourage both the student and field instructor to use these ratings to accurately capture where the student is in her/his development.

**Standard 2 Growth and Development**

The program provides candidates with opportunities and experiences to acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils’ strengths and weaknesses that affect learning in school, community and family environments. The program provides candidates with an understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.

Student to demonstrate knowledge and skills by:
Standard 3 Socio-Cultural Competence

The program provides candidates with opportunities and experiences to display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement. Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds. The program provides candidates with an understanding and appreciation for diversity.

An understanding of the importance of developing cultural competence is provided to candidates in order to effectively serve diverse and changing communities. The program provides candidates with an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.

Student to demonstrate knowledge and skills by:

Standard 4 Assessment

The program provides candidates with the knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate. Candidates develop an understanding of the influence of multiple factors on pupil achievement. The program requires candidates to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.
Standard 5 Comprehensive Prevention and Early Intervention for Achievement

The program provides candidates with opportunities and experiences to display an understanding of the factors that contribute to successful learning. In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems. The program requires candidates to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties.

Student to demonstrate knowledge and skills by:

Little to no Extent___ Some Extent___ Considerable Extent___ Great Extent___

Standard 6 Professional Ethics and Legal Mandates

The program provides candidates with opportunities and experiences to display an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services. The program requires candidates to demonstrate the ability to access information about legal and ethical matters.

Student to demonstrate knowledge and skills by:

Little to no Extent___ Some Extent___ Considerable Extent___ Great Extent___
Standard 7 Family-School Collaboration

The program provides candidates with opportunities and experiences to display an understanding of the ways in which pupil development, well-being, and learning are enhanced by family-school collaboration. The program requires candidates to work with parents to foster respectful and productive family-school collaboration.

Student to demonstrate knowledge and skills by:

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Standard 8 Self-esteem and Personal and Social Responsibility

The program provides candidates with opportunities and experiences to assess their own self-esteem and to demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process.

Student to demonstrate knowledge and skills by:

<table>
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Standard 9 School Safety and Violence Prevention

The program provides candidates with opportunities and experiences to understand ways in which school environments can enhance the safety and well-being of all pupils. The program provides candidates with the knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment. The program provides candidates with
opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.

Student to demonstrate knowledge and skills by:

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**Standard 10 Consultation**

The program provides candidates with opportunities and experiences to demonstrate knowledge and application of theories, models, and processes of consultation. The program provides candidates with opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies. Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.

Student to demonstrate knowledge and skills by:

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**Standard 11 Learning Theory and Educational Psychology**

The program provides candidates with opportunities and experiences to display an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state,
motivation, organizational skills, gender, cultural differences, and linguistic differences. Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.

Student to demonstrate knowledge and skills by:

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**Standard 12 Professional Leadership Development**

The program provides candidates with opportunities and experiences to display an understanding of the development, improvement and evaluation of programs that support effective pupil learning. The program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.

Student to demonstrate knowledge and skills by:

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**Standard 13 Collaboration and Coordination of Pupil Support Systems**

The program provides candidates with opportunities and experiences to collaborate effectively with community-based organizations, agencies, and other professionals. Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.

Student to demonstrate knowledge and skills by:
Standard 14 Human Relations

The program provides candidates with opportunities and experiences to demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups. The program provides candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict. The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict.

Student to demonstrate knowledge and skills by:

Standard 15 Technological Literacy

The program provides candidates with opportunities to understand and demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.

Student to demonstrate knowledge and skills by:

Standard 16 Supervision and Mentoring
The program provides candidates with opportunities and experiences to demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements. Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.

Student to demonstrate knowledge and skills by:

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Specialized Standard 17 Social Work Foundations

In addition to the generic standards required of all members of the Pupil Personnel Services (PPS) team, the preparation program provides candidates with a strong foundation in the knowledge base of social work. There is a special emphasis on school social work, in order to support the full development of pupils, their schools, the resources of their families and the linkage of community service resources, working in partnerships toward the shared goal of pupils' success.

Student to demonstrate knowledge and skills by:

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Specialized Standard 18 Professional Ethics

Candidate demonstrates the ability to practice according to ethical standards including the National Association of Social Workers (NASW) Code of Ethics and the NASW Standards for School Social Work Services. Candidate demonstrates the ability to analyze and resolve ethical dilemmas that emerge in the practice of school social work.

Student to demonstrate knowledge and skills by:
Specialized Standard 19 Wellness and Resiliency Promotion

Candidates demonstrate the ability to promote healthy emotional development and resiliency of pupils by designing, implementing and evaluating services and programs at the individual, group, and institutional level. These programs and services are designed for pupils, staff, families, and communities to maximize educational, social and promotional outcomes.

Student to demonstrate knowledge and skills by:

Little to no Extent___   Some Extent___   Considerable Extent___   Great Extent___

Specialized Standard 20 Direct Learning Support Services

Candidates demonstrate the ability to perform culturally competent, bio-psychological assessments of pupils, their families, and their social and school environments. Candidates demonstrate the ability to deliver a continuum of prevention and intervention opportunities, services, and supports to maximize positive academic, social, and emotional outcomes to pupils, their families, and to enhance the school community for all its members. Candidates understand and use the basic methods of social work intervention, which may include counseling, crisis intervention, casework, group work, community organizing, consultation, case management, family therapy, and effective educational strategies.

Student to demonstrate knowledge and skills by:

Little to no Extent___   Some Extent___   Considerable Extent___   Great Extent___

Specialized Standard 21 System Level Learning Support Services
Candidates demonstrate the ability to assess, design, advocate for, and deliver direct and indirect services to affect culturally sensitive educational outcomes at the systemic level. These activities are based on knowledge of the mission and function of the school, school district and community, and how these systemic factors contribute to learning outcomes in both positive and negative ways.

Student to demonstrate knowledge and skills by:

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**Specialized Standard 22 Pupil, Family, Faculty and Community Linkages and Partnerships**

Candidates demonstrate the skills to create and maintain linkages and partnerships with pupils, families, faculty and staff and the community. Candidates demonstrate the ability to advocate for and partner with a wide range of service integration efforts and provides to enhance pupil’s ability to define, work toward and reach their full academic and personal potential.

Student to demonstrate knowledge and skills by:

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<th>Great Extent</th>
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**Specialized Standard 23 Research**

Candidates demonstrate knowledge of and skills in completing the essential steps and processes of research, with particular attention to: problem formulation based on theory and previous research, issues related to assessment and measurement, the logic of research design, data collection and analysis, and the appropriate interpretation of results upon which the conclusions are based. Candidates demonstrate the ability to assess and critically analyze research related to schools and communities.

Student to demonstrate knowledge and skills by:
Specialized Standard 24 Field Experience

Candidates demonstrate competency in school social work practice by successfully completing 1000 clock hours of field experience. At least 450 clock hours are school-based practice supervised by a credentialed practitioner, of which a minimum 100 hours are with at least ten (10) pupils of an ethnic background different from that of the candidate. The school assignment is provided in at least two age groups (preschool, elementary, middle, high school) with a minimum of 100 clock hours at each setting, not to exclude district services and programs or alternative school settings.

A review of the candidate’s field experience documentation verifies that the candidate has:

a. completed 1000 hours of field experience __yes __no
b. at least 450 clock hours were from a school-based practice and supervised by a credentialed supervisor __yes __no
c. 100 hours are with at least ten (10) pupils of an ethnic background different from that of the candidate __yes __no
d. the school assignment is provided in at least two age groups (preschool, elementary, middle, high school) with a minimum of 100 clock hours at each setting __yes __no

Comments:

Overall Comments:
Signatures:

Student Signature: ____________________________ Date ________________

Field Supervisor Signature: ____________________________ Date __________

Second Field Supervisor Signature (if relevant): __________________ Date __________

Faculty Liaison Signature ____________________________ Date __________
School social workers are school-based mental health professionals that understand the need for a comprehensive and holistic approach to the many issues implicated in pupil success. School social workers have a solid knowledge base in child and youth bio-psychosocial and intellectual development. They are prepared to work with school staff in a collaborative team role. They also have knowledge and skills in building partnerships with pupils’ families, as well as with community resources and agencies offering the services families may need in order to support their children’s educational and personal development. Additionally, cultural competency of a very high order is necessary as part of their professional preparation. School social workers are prepared to weave all the above elements together in support of the education of all the pupils.

Standard 2 Growth and Development

The program provides candidates with opportunities and experiences to acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils’ strengths and weaknesses that affect learning in school, community and family environments. The program provides candidates with an understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.

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Candidate demonstrated this competency by:

Academic concepts/theory met by: SW 670___ SW 671___ MSW Curriculum___
Standard 3 Socio-Cultural Competence

The program provides candidates with opportunities and experiences to display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement. Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds. The program provides candidates with an understanding and appreciation for diversity.

An understanding of the importance of developing cultural competence is provided to candidates in order to effectively serve diverse and changing communities. The program provides candidates with an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.

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Candidate demonstrated this competency by:

Academic concepts/theory met by: SW 670 ___ SW 671___ MSW Curriculum___

Standard 4 Assessment

The program provides candidates with the knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate. Candidates develop an understanding of the influence of multiple factors on pupil achievement. The program requires candidates to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.

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Candidate demonstrated this competency by:
Standard 5 Comprehensive Prevention and Early Intervention for Achievement

The program provides candidates with opportunities and experiences to display an understanding of the factors that contribute to successful learning. In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems. The program requires candidates to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties.

Little to no Extent  Some Extent  Considerable Extent  Great Extent

Candidate demonstrated this competency by:

Standard 6 Professional Ethics and Legal Mandates

The program provides candidates with opportunities and experiences to display an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services. The program requires candidates to demonstrate the ability to access information about legal and ethical matters.

Little to no Extent  Some Extent  Considerable Extent  Great Extent

Candidate demonstrated this competency by:

Standard 7 Family-School Collaboration
The program provides candidates with opportunities and experiences to display an understanding of the ways in which pupil development, well-being, and learning are enhanced by family-school collaboration. The program requires candidates to work with parents to foster respectful and productive family-school collaboration.

Little to no Extent____ Some Extent____ Considerable Extent____ Great Extent____

Candidate demonstrated this competency by:

Academic concepts/theory met by: SW 670 ___ SW 671___ MSW Curriculum___

Standard 8 Self-esteem and Personal and Social Responsibility

The program provides candidates with opportunities and experiences to assess their own self-esteem and to demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process.

Little to no Extent____ Some Extent____ Considerable Extent____ Great Extent____

Candidate demonstrated this competency by:

Academic concepts/theory met by: SW 670 ___ SW 671___ MSW Curriculum___

Standard 9 School Safety and Violence Prevention

The program provides candidates with opportunities and experiences to understand ways in which school environments can enhance the safety and well-being of all pupils. The program provides candidates with the knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment. The program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of
school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.

Little to no Extent__ Some Extent____ Considerable Extent__ Great Extent___

Candidate demonstrated this competency by:

Academic concepts/theory met by: SW 670 ___  SW 671___  MSW Curriculum___

**Standard 10 Consultation**

The program provides candidates with opportunities and experiences to demonstrate knowledge and application of theories, models, and processes of consultation. The program provides candidates with opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies. Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.

Little to no Extent__ Some Extent____ Considerable Extent__ Great Extent___

Candidate demonstrated this competency by:

Academic concepts/theory met by: SW 670 ___  SW 671___  MSW Curriculum___

**Standard 11 Learning Theory and Educational Psychology**

The program provides candidates with opportunities and experiences to display an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state,
motivation, organizational skills, gender, cultural differences, and linguistic differences. Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.

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**Standard 12 Professional Leadership Development**

The program provides candidates with opportunities and experiences to display an understanding of the development, improvement and evaluation of programs that support effective pupil learning. The program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.

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**Standard 13 Collaboration and Coordination of Pupil Support Systems**

The program provides candidates with opportunities and experiences to collaborate effectively with community-based organizations, agencies, and other professionals. Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.

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Candidate demonstrated this competency by:

Academic concepts/theory met by: SW 670 ____ SW 671___ MSW Curriculum___

**Standard 14 Human Relations**

The program provides candidates with opportunities and experiences to demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups. The program provides candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict. The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict.

Little to no Extent___ Some Extent___ Considerable Extent__ Great Extent__

Candidate demonstrated this competency by:

Academic concepts/theory met by: SW 670 ____ SW 671___ MSW Curriculum___

**Standard 15 Technological Literacy**

The program provides candidates with opportunities to understand and demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.

Little to no Extent___ Some Extent___ Considerable Extent__ Great Extent__

Candidate demonstrated this competency by:
Standard 16 Supervision and Mentoring

The program provides candidates with opportunities and experiences to demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements. Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.

Little to no Extent  Some Extent  Considerable Extent  Great Extent

Candidate demonstrated this competency by:

I. Core Knowledge Base and Foundation

Standard 17 Social Work Foundations

In addition to the generic standards required of all members of the Pupil Personnel Services (PPS) team, the preparation program provides candidates with a strong foundation in the knowledge base of social work. There is a special emphasis on school social work, in order to support the full development of pupils, their schools, the resources of their families and the linkage of community service resources, working in partnerships toward the shared goal of pupils’ success.

The candidate has knowledge, understanding, and competency related to:

1. The role and function of the school social workers?
2. The ways to link the resources of community service organizations to develop partnerships to meet the shared goal of pupils’ success?

Little to no Extent  Some Extent  Considerable Extent  Great Extent

Candidate demonstrated this competency by:
Standard 18 Professional Ethics

Candidate demonstrates the ability to practice according to ethical standards including the National Association of Social Workers (NASW) Code of Ethics and the NASW Standards for School Social Work Services. Candidate demonstrates the ability to analyze and resolve ethical dilemmas that emerge in the practice of school social work.

The candidate has knowledge, understanding, and competency related to:

1. The National Association of Social Workers (NASW) Code of Ethics and the NASW Standards for School Social Work Services as it applies to school social work practice
2. The differences in professional ethics and practice perspectives among and within the professional groups serving pupils in schools and community settings?
3. Applying the NASW Code of Ethics and Standards for School Social Work Services to school-sitite situations?
4. Identifying potential ethical and value conflicts between the professions, as these may be evident in specific situations concerning pupils?
5. Resolving potential conflicts that arise from issues, such as confidentiality, of the various professions serving pupils and their families?

Describe how this competency was demonstrated by candidate:

II. Professional Skills and Training

Standard 19 Wellness and Resiliency Promotion
Candidates demonstrate the ability to promote healthy emotional development and resiliency of pupils by designing, implementing and evaluating services and programs at the individual, group, and institutional level. These programs and services are designed for pupils, staff, families, and communities to maximize educational, social and promotional outcomes.

The Candidate demonstrates knowledge, understanding, and competency related to:

1. The principles of child and youth development, resiliency, and family support within the context of a comprehensive health and wellness model?
2. The assessment of the strengths and assets found in pupils’ homes, the school setting, and in the community
3. Recognizing the precursors of dysfunctional behaviors such as a sudden drop in grades or school attendance?
4. Conceptualizing and planning prevention, direct intervention services, and crisis intervention programs in the natural environments of children and youth, including the school setting, the home, and the community?
5. The impact of the school setting and culture as they pertain to enhancing youth development and promoting academic success and resiliency in the pupil population?

Little to no Extent___ Some Extent____ Considerable Extent___ Great Extent___

Describe how this competency was demonstrated by candidate:

Academic concepts/theory met by: SW 670 ___ SW 671___ MSW Curriculum___

Standard 20 Direct Learning Support Services

Candidates demonstrate the ability to perform culturally competent, bio-psychological assessments of pupils, their families, and their social and school environments. Candidates demonstrate the ability to deliver a continuum of prevention and intervention opportunities, services, and supports to maximize positive academic, social, and emotional outcomes to pupils, their families, and to enhance the school community for all its members. Candidates understand and use the basic methods of social work intervention, which may include counseling, crisis intervention, casework, group work, community organizing, consultation, case management, family therapy, and effective educational strategies.

Little to no Extent____ Some Extent____ Considerable Extent___ Great Extent___
### Standard 21 System Level Learning Support Services

Candidates demonstrate the ability to assess, design, advocate for, and deliver direct and indirect services to affect culturally sensitive educational outcomes at the systemic level. These activities are based on knowledge of the mission and function of the school, school district and community, and how these systemic factors contribute to learning outcomes in both positive and negative ways.

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### Standard 22 Pupil, Family, Faculty and Community Linkages and Partnerships

Candidates demonstrate the skills to create and maintain linkages and partnerships with pupils, families, faculty and staff and the community. Candidates demonstrate the ability to advocate for and partner with a wide range of service integration efforts and provides to enhance pupil’s ability to define, work toward and reach their full academic and personal potential.

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Standard 23 Research

Candidates demonstrate knowledge of and skills in completing the essential steps and processes of research, with particular attention to: problem formulation based on theory and previous research, issues related to assessment and measurement, the logic of research design, data collection and analysis, and the appropriate interpretation of results upon which the conclusions are based. Candidates demonstrate the ability to assess and critically analyze research related to schools and communities.

Little to no Extent  Some Extent  Considerable Extent  Great Extent

Describe how this competency was demonstrated by candidate:

III. Field Experience

Standard 24 Field Experience

Candidates demonstrate competency in school social work practice by successfully completing 1000 clock hours of field experience. At least 450 clock hours are school-based practice supervised by a credentialed practitioner, of which a minimum 100 hours are with at least ten (10) pupils of an ethnic background different from that of the candidate. The school assignment is provided in at least two age groups (preschool, elementary, middle, high school) with a minimum of 100 clock hours at each setting, not to exclude district services and programs or alternative school settings.

A review of the candidate’s field experience documentation verifies that the candidate has:

a. completed 1000 hours of field experience  yes  no
b. at least 450 clock hours were from a school-based practice and supervised by a credentialed supervisor  yes  no
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| c. 100 hours are with at least ten (10) pupils of an ethnic background different from that of the candidate  **yes** **note**  
 d. the school assignment is provided in at least two age groups (preschool, elementary, middle, high school) with a minimum of 100 clock hours at each setting  **yes** **no**  |

Comments:

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<th><strong>Standard 25 Determination of Candidate Competence</strong></th>
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<td>Prior to recommending candidates for a School Social Work Credential, one or more persons who are responsible for the program determine that candidates have satisfied each professional standard. This demonstration is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.</td>
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| a. HSU PPSC-SW Program Coordinator has determined that candidate satisfied each professional standard  **yes** **no**  
 b. Determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor  **yes** **no**  
 c. Candidate’s graduation from a MSW program from a CSWE accredited institution is documented  **yes** **no**  |

Comments: