

**San Francisco State University
School of Social Work**

Student Guidelines For The

Pupil Personnel Services Credential

Effective January 2004

Historical Background

In the 1970's, three members of the faculty of the School of Social Work met with three members of the faculty of the Department of Counseling to determine the equivalency of content and competencies in the two departments' curricula required for the Pupil Personnel Services Credential (PPSC). As a result of that dialogue, faculty identified MSW courses that corresponded to and were equivalent in content, objectives and competency outcomes to the Counseling courses required in its approved program for the Pupil Personnel Service Credential.

In addition, these discussions enabled faculty to determine those areas of content and competencies required for the PPSC certification that were included in courses in the Counseling Department, but not in the MSW curriculum. Specifically, the faculty determined that in order for MSW students to qualify under the Ryan Act for the PPSC, they would need to complete four (4) additional courses in the Department of Counseling beyond the requirements for the MSW, and, in addition, MSW students would be required to complete their course of study within the direct service concentration.

The curricular structure established by the discussions described above, and subsequently approved by the Commission on Teacher Credentialing of the State of California, remained intact for many years. However, in recent years as standards replaced competencies the nature of services needed in public schools has required a rethinking regarding how services will be delivered by school social workers. The results of this reassessment has been the development of a design in which all the current standards are met within the School of Social Work

Organizational Structure of the Pupil Personnel Services Credential (PPSC) Program

Graduate students in social work who are interested in obtaining the PPSC must be initially admitted to the MSW program in its Social Work Practice with Individuals, Families, and Groups Concentration. Once accepted to the program, these students meet with the School's PPSC Coordinator to discuss their educational and career goals. The Coordinator is assigned as their faculty advisor and works with the students to develop an individualized plan of study that incorporates IFG programmatic and credential requirements. In addition, the Coordinator works in conjunction with the School's Director of Field Education to develop second year field placements for PPSC students, consistent with the requirements of the MSW program and the Commission on Teacher Credentialing. Once students are placed in their field work agencies, the Coordinator serves as their faculty PPSC advisor, whose role is to assure the educational quality of the students' experience in their school site field placement.

Standards Determined By The State of California

The requirements delineated by the Commission on Teacher Credentialing of the State of California are specified as Standards. The Commission requires each program to identify how they meet the following: Standards of Program Quality and Effectiveness, and Standards related to the Professional Preparation Program, which contains Generic and Specialized Standards. The Standards related to Professional Preparation Program consist of detailed knowledge and skills areas that are met through the completion of designated courses in the Social Work Practice with Individuals, Families, and Groups Concentration.

Credential Course Requirements

Outlined below are the required courses in the Social Work Practice with Individuals, Families, and Groups Concentration. Additionally, specialized standards are met through the completion of SW 855-Social Work Practice in School Settings, SW 741-Graduate Field Seminar (dedicated seminar for school social work students) and SW 760-Social Work and Law.

IFG First-Year Courses

<u>Semester I</u>	<u>Units</u>
SW 700 Social Welfare Policy and Services	3
SW 710 Human Behavior and the Social Environment	3
SW 730 Social Work Practice Methods	3
SW740 Field Instruction (2 days/week)	2
SW741 Graduate Field Seminar	1
SW770 Ethnic/Cultural Concepts and Principles I	<u>3</u>
Total	15

<u>Semester II</u>	<u>Units</u>
SW 720 Research Methods in Social Work	2
SW740 Field Instruction (2 days/week)	2
SW741 Graduate Field Seminar	1
SW780 Global Poverty	3
SW810 Health, Illness and Disordered Behavior	3
SW830 Social Casework	<u>3</u>
Total	14

IFG Second Year Courses

<u>Semester III</u>	<u>Units</u>
SW 701 Social Policy Analysis	3
SW 721 Evaluative Research	
or	
SW 820 Advanced Research Methods in Social Work	3
SW 740 Field Instruction (3 days/week)	3
SW 741 Graduate Field Seminar (Dedicated to School Social Work)	1
SW 832 Social Group Work	3
SW 855 Social Work Practice In School Settings	<u>3</u>
Total	16

<u>Semester IV</u>	<u>Units</u>
SW 740 Field Instruction (3 days/week)	3
SW 741 Graduate Field Seminar (Dedicated to School Social Work)	1
SW 831 Advanced Casework	3
SW 760 Social Work and Law	3
SW 895 Research/Professional Practice Project in Social Work	
or	
SW 898 Master's Thesis	<u>3</u>
Total	13

PPSC Standards Determined by the State of California - Effective Fall 2004

California's Commission on Teacher Credentialing had approved the following Standards of Quality and Effectiveness for Pupil Personnel Services, (January 2001). These Standards are usually met through some combination of graduate course work, field placement, and graduate field seminar.

Generic Standards

(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 schools, 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) socio-economic status, and (f) factors or resiliency on pupil development.

(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.

(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 assess information about legal and ethical matters.

(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.

(3) Socio-Cultural Competence

The program provides candidates with opportunities and experiences to display an understanding of ways in which ethnic, cultural, socio-economic, 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 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.

(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.

(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.

(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 includes 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.

(10) Consultation

The program provides candidates with opportunities and experiences to demonstrate knowledge and appreciation 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 outcomes of the service delivery plan.

(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.

(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.

(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 practice and field experience placements. Candidates recognize the important role the field-site field instructors play in pre-professional training of future pupil personnel service providers.

(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. Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.

(13) Collaboration and Coordination of Pupil Support Systems

The program provides 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 designated to promote high expectations and increase pupil learning and achievement.

(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.

Specialization Standards

(17) Social Work Foundations

In addition to the gender 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 linkages of community service resources, working in partnership toward the shared goal of pupils' success.

(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 the communities to maximize educational, social and promotional outcomes.

(21) Systems 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.

(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.

(25) Demonstration of Candidate Competence

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 field instructor and one institutional field instructor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

(18) Professional Ethics

Candidates demonstrate 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. Candidates demonstrate the ability to analyze and resolve ethical dilemmas that emerge in the practice of school social work.

(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.

(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.

(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 distant services and programs or alternative school settings.

Field Education Requirements

Field education requirements for the PPSC are recommended for the student's second year placement. Placement must be in a public school (Pre-K-12), and must be supervised by an individual who possesses an MSW and a valid School Social Work Credential. The placement must include two of three levels (elementary, middle school, or high school). Students select one level as their main placement and must then complete a minimum of 100 clock hours in a school of another level. The recommendation is an arrangement that includes feeder/receiving schools. Students must provide direct services to the School's students and collaboration and consultation to teachers, administrators, parents, other school support staff, and community agencies. A student's caseload must be at least ten (10) pupils of a racial/ethnic background different from that of the MSW candidate.

Additionally, the following learning objectives are to be achieved:

- Acquisition of a beginning level of knowledge and skill in the use of case work, group work, administration, and community organization methods, with particular emphasis on work with disenfranchised populations
- Development of an understanding of the value base and ethical code of the social work profession as they are manifest in human service agencies, including school social work settings
- Development of refined communication skills in providing and exchanging information
- Development of skills involving clients and/or client groups in the change process
- Acquisition of skills which promote the participation and sustenance of individuals working as a goal oriented system or organization
- Development of the capacity to extend the participant's use of self in support of client's introspection and deliberation in the specification and attainment of goals
- Familiarity with specific roles of the school social worker and the corresponding skills needed to actualize these roles
- Demonstration of an understanding of and sensitivity to the effects of racism, sexism, ageism, classism, homophobia and discrimination against persons with disabilities as they are manifest in school settings.
- Ability to establish an atmosphere of mutuality and to develop skills in enlisting client participation in problem solving efforts
- Acquisition of skills which reflect increasing respect for clients' autonomy, self-determination, initiative and self-direction
- Skill in reducing the status differential between themselves and diverse client populations and in heightening clients' self-esteem
- Ability to show appropriate concern and recognize differential need, and a capacity to maintain focused concern
- A capacity to form and maintain a high level of rapport, warmth, empathy and acceptance with clients from diverse backgrounds
- Increasing levels of self-awareness, recognition and acceptance of the relationship between personal feelings and work with clients, as demonstrated by appropriate degrees of self-criticism
- Increased ability to maintain purpose and direction in interviewing and in exercising group leadership, exhibiting a skillful balance between client freedom of expression and worker structured situations

- A clear knowledge of information which is pertinent, relevant and timely to meet clients' needs and a familiarity with sources of information and supporting resources for clients
- Ability to recognize and identify psycho-social dynamics in individuals, groups and families and to tailor assessments to unique client situations
- Advanced ability to apply interventive approaches differentially, a clear conception of the rationale for each approach, and the ability to develop a comprehensive interventive plan involving family, other staff (including teachers where appropriate) and community resources
- Ability to communicate skillfully through reflection, interpretation, and confrontation interpersonal and intrapersonal conflict
- Ability to make appropriate use of the Diagnostic and Statistical Manual IIR and other classification systems such as the Person-in-Environment system
- Ability to conduct intake interviews and construct a meaningful psycho-social history
- Ability to distinguish between transference and counter-transference phenomena and use appropriate techniques for reducing and controlling these phenomena.
- Orientation to the organizational design and delivery of support services (e.g. school social work, counseling, psychology) as provided by the school district
- Understanding of the role of support services in the overall design of educational programs within the school district and the school itself
- Development of observation and assessment skills, including methods of data collection and analysis which are appropriate for the age and level of social development of the pupil population. For example, for elementary school age populations this may be a non-intrusive method, for middle and high school age populations this may utilize direct methods
- Establishment of a relationship with classroom teachers and other support personnel to facilitate the collection of information on pupils' problems or difficulties, to make an accurate and comprehensive assessment of pupils' needs and to develop a plan for intervention
- Ability to observe classroom activities in order to assess teacher/pupil and pupil/pupil interactions which may relate to pupils' problems and issues
- Ability to work with pupils' families and, where appropriate, community groups involved in the educational process in the district
- Development of an interventive plan which addresses the concerns identified by the referring classroom teacher and which can be implemented within the classroom structure
- Development of objectives that the pupil can work on that help him/her understand better his/her responsibility in the resolution of the problem or difficulty
- Ability to consult with other school site staff and community professionals as needed
- Utilization of appropriate record keeping forms or protocols used by the school district in its guidance and supportive functions
- Development of detailed process records related to pupil contact, to form a part of weekly supervisory meeting discussions
- Development, as needed, of reporting formats/instruments to track pupil progress and monitor the effectiveness of intervention strategies.

- Coordination and follow-up, through case management processes, of varied services identified in the intervention plan.

Additional Requirements:	Frequently Asked Questions
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CBEST Examination

Passage of the California Basic Educational Skills Test (CBEST) is required by law. You can make arrangements to take the CBEST by contacting the University's Testing Office, ADM-152. Verification of passage must be attached to the credential application.

Applying for the credential:

Credential candidates must apply on-line to the Commission on Teacher Credentialing after consulting with a credential analyst from SF State.

You must pass the CBEST before you can apply for the credential.

Q. What is School Social Work?

A. School social work is the process of: working with students in public schools, bridging service gaps and linking families with community based resources, and providing consultation and collaboration with other support personnel.

Q. How can students in other concentrations get the School Social Work Credential?

A. Students in the Administration and Planning and Social Action concentrations must complete the Social Work Practice with Individuals, Families, and Groups, 2nd year courses, and a year long supervised field placement in a public school(s).

Q. When should I do my field placement?

A. School Social Work placements are in the second year.

Q. Can I do a field placement in any school?

A. Placements must be in a public school (K-12), and supervised by an individual who holds an MSW. If the MSW does not have a PPSC, additional supervision must be provided by someone with a PPSC..

Q. What kind of activities will I be engaged in?

A. School social work interns provide direct services and coordinate varied services outside the school setting using a case management format. Direct service can be through individual or group modalities. Extensive classroom observation, consultation with teachers, parent conferences, referral and brokerage to other service providers, record keeping, and professional collaboration comprise the basic activities.

Q. Are there jobs?

A. School districts hire credentialed school social workers for designated assignments such as special education and intensive support programs for high-risk students. SB 1809 signed by the governor in the summer of 2006 has allotted 200 million dollars for school counseling services. Several bay area school districts including San Francisco Unified, Castro Valley, Mt. Diablo Unified, and others are posting positions that school social workers with PPS credentials are eligible for.

Q. Can the internship be completed in two years?

A. No, current MSW requirements stipulate two different field placements.

Q. Can I obtain a PPSC after graduating with an MSW?

A. Yes, all requirements remain the same; however, completion of the field placement in a public school may be difficult due to other work commitments.

Q. Do I need a PPSC to work in another state?

A. Only a few states require specialized training and certification (New York, Michigan, California). California does not have reciprocity agreements with other states that require a credential.

Q. If I am a Licensed Clinical Social Worker, do I need a PPSC?

A. Yes.

Q. Do you need a PPSC to do school social work outside public schools?

A. Check with the school's administrative authority .

Revised: January 2003

