



Program Review Submission for Pupil Personnel Service Credentials: School Social Work and Child Welfare and Attendance Programs

1.1 Program Summary

Leadership within the credential program

The Board of Trustees of the University of Southern California authorized a professional school of social work in 1937. In 2016, the school was endowed and named the Suzanne Dworak-Peck, School of Social Work (SDPSSW). The Pupil Personnel Services Credential (PPSC) in School Social Work with an Authorization in Child Welfare and Attendance is administered by the SDPSSW and is thus “embedded” in its course curricula and field practicum. The graduate program is highly structured in accordance with accrediting standards of both the Council on Social Work Education (CSWE) and the California Commission on Teacher Credentialing (CCTC) thus providing candidates the opportunity to simultaneously meet requirements for the MSW and the PPSC.

The Director of Social Work in Schools/PPSC Programs (The Director) provides oversight of the PPSC Program. The Director has been a faculty member of the Field Education Department since 2000 and served as the Director of School Social Work for over a decade. The Director has served as the Vice President of the California Association of School Social Workers, the Western Regional Representative of the School Social Work Association of America, and currently serves as the President of the American Council for School Social Work (ACSSW). The PPSC Program is offered as both generalist and specialized experiences for students who select the Children, Youth, and Family Department. MSW students who complete the PPSC Program in their generalist internship are assigned a faculty member who, in consultation with the Director, provides additional oversight of program delivery. This faculty member has served in this role for over four years and also sits on the ACSSW Board.

Communication within the credential program and with the institution

The Director of the PPSC Program collaborates regularly with the Director of Accreditation and Credentialing at the Rossier School of Education, which provides overall governance of all credential programs offered at USC. As such, there is regular communication regarding candidate compliance, CCTC regulations, and program updates. Additionally, the Director of the PPSC Program is in periodic communication with CCTC personnel who provide oversight of all service credentials. This communication is designed around program structure, compliance and urgent concerns impacting candidate learning. The Director of the PPSC Program was appointed to serve on the statewide committee to help craft the new standards and performance expectations (PE) in school social work and served as the school social work committee’s liaison to the CCTC. In this capacity, information and content was/is mutually shared with other committee members, the SDPSSW, and where necessary, the Rossier School of Education.

Structure of coursework and field experiences in the credential program.

All PPSC candidates enroll in the Children, Youth and Families (CYF) Department in the MSW Program for a total of 60 units over four semesters (full-time) via two instructional formats. This includes foundational curriculum with generalist practice coursework, advanced curriculum with specialized CYF coursework, and a minimum of 1,000 hours of field practicum experience, which includes 450 hours engaged in school social work activities and 150 hours engaged in child welfare and attendance activities. Candidates enroll in coursework and field education concurrently, so as to enrich the learning experience in field education by anchoring that learning with theoretical content and the use of evidenced based interventions. Two evidenced based interventions are taught to all candidates prior to or shortly thereafter the start of their field education experience: (1) Motivational Interviewing and (2) Problem Solving Therapy.

Program modifications over the recent two years

The foundational curriculum with generalist practice coursework was revised during the past two years. Groups of faculty and stakeholders convened to change course content, assignments, readings and sequencing and these changes are due to launch in September, 2021. However, the core courses in the CYF Department were left primarily unchanged, which is where most of the standard content and PE's have been aligned. Another program modification was the approval of over 30 new school district sites for field education, allowing candidates a more diverse range of learning opportunities. Finally, all candidates must now enroll in the newly developed *Diversity, Social Justice and Culturally Competent Social Work Practice* course.

Means for stakeholder input

The PPSC Program is informed by stakeholder input through several mechanisms. Five years ago, the Director of the PPSC Program formed a committee to host a School Social Work Roundtable to bring together school social work faculty from other institutions, Field Instructors (Site Supervisors) from various school districts, representatives from the CCTC and representatives from the two national associations for school social work (SSWAA and ACSSW). This past June, the SDPSSW hosted the 5th Annual School Social Work Roundtable. These roundtables inform the SDPSSW PPSC Program by identifying content for new PE, activities candidates can engage in that are aligned with the PE's, re-entry into hybrid forms of field education, and the impact of racial inequality in school communities.

Other formal means of stakeholder input include the [End of the Year Field Instructor Survey](#); [End of the Year Student Survey](#); liaison to the CCTC; and most recently a [Strengths, Weaknesses, Opportunities, Threats Survey](#) sent to students and Field Instructors to identify strengths, areas for growth, and suggested ways to address the 12 Grand Challenges of Social Work such as “ensuring healthy development for all youth” and “building healthy relationships to end violence” into field education.

Lastly, the program will consult with all necessary stakeholders to comprise plans to enhance and support the candidate's learning experience when there is potential for disruption such as the Los Angeles Unified School District's Strike in 2019 and the COVID – 19 Pandemic of 2020.

Course of Study (Curriculum and Field Experience)

Description of the sequence of coursework

The CYF department's curriculum emphasizes high impact prevention, early and sustained intervention across the developmental life spans, the translation of research into practice, and the development of creative leaders in social work practice, including school social work. Building on generalist practice knowledge in human behavior theory, clinical practice, the science of social work, and social policy and advocacy, students begin advanced training in the CYF department to deepen their knowledge and skills in micro, mezzo, and macro practice. Specialized social work practice is designed to build on generalist social work competencies gained in the first semester of the program, reflecting the values and mission of the profession. Social justice, the dignity and worth of the person, respect and appreciation for difference and diversity, the importance of human relationships, integrity, competence, human rights and scientific inquiry are among the core values that guide specialized practice in this area. The curriculum builds on generalist practice through courses, assignments and field experiences that address macro, mezzo and micro dimensions of social work practice with children, youth, and families. The following [Curriculum Snapshot](#) encapsulates the coursework sequence.

Coordination of coursework with field work

The field placement serves as the arena for the development of skills and integration of knowledge in the areas of family centered social work practice utilizing an eco-systems perspective as a primary framework. Candidates become aware of organizational and interorganizational issues, the implication of research for practice and policy, and responsive to current issues, trends, programs and policies affecting children and families. Fieldwork for PPSC candidates includes time, as specified by CCTC regulations, in a school-based setting(s) learning firsthand how to function cooperatively in a school system with teachers, staff, administrators and other mental health personnel as part of a multidisciplinary team to maximize pupil learning, growth and development.

Types of coursework in critical areas

In addition to the generalist practice and core CYF Department core coursework as outlined above, candidates are required to enroll in three electives. PPSC candidates are required to take the Social Work Practice in School Settings course as one of these electives (the other two are student choice). Other relevant electives for PPSC candidates include Social Work in Early Care and Educational Settings, School Violence, Social Work Practice with Transitional Youth, and Threat Assessment and Management.

Number and type of field placements

The SDPSSW offers over 300 field placement slots in school districts throughout California. Types of placements range in grades, type of schools e.g. public and/or charter, and unique programs that serve specialized populations like foster youth achievement, juvenile justice youth and migrant education. The following is a concentrated list of placements: [Agency Placement List](#)

Connection of field experience with coursework

The schools or community-based agencies contracted with schools represent a complete range of social services and are approved based on the quality of their professional practice, their commitment to addressing educational and social problems, and their interest in participating in professional education. Guided by educational objectives, the field practicum seeks to validate, apply and integrate the knowledge, theories and concepts of social work practice being learned throughout the curriculum.

Field supervision, advisement, and evaluation.

All candidates are assigned a Field Instructor/Site Supervisor and a Field Faculty Liaison (SDPSSW Faculty) who work in collaboration to ensure that the CSWE Standards and the PE’s are being introduced, practiced and assessed. The Field Instructor/Site Supervisor provides site supervision in accordance with the CCTC regulations and is visited by the Field Faculty Liaison (in-person/virtually/teleconference) at least two times per academic year (AY) to review progress and growth within the field education experience. A record of the site visit is captured and archived in the SDPSSW Salesforce Database. Candidates are evaluated via two different instruments, per semester: (1) The [Children, Youth and Families Department Evaluation](#) which assesses candidate performance in the CSWE Standards and the [Pupil Personnel Services Credential Evaluation](#) which assesses candidate performance in the PE’s.

Assessment of Candidates

How, when candidates are assessed for program competencies

Candidates are assessed through the instructional evaluation instruments indicated above and through the site visit with the candidate, field liaison and field instructor. Each evaluation instrument is thoroughly reviewed and signed by all parties. Most SDPSSW PPSC candidates meet or exceed competency expectations. Where a candidate’s performance is not meeting expectations, the candidate is placed on a [Student Performance Improvement Plan](#) which outlines identified areas for improvement aligned with CSWE Standards, expectations of the candidate, the field instructor and the field liaison with time table for improvement. All persons are involved with helping a candidate learn and grow in the field education experience.

What advice candidates receive about how they will be assessed in the program and informed of the results of those assessments.

Upon declaration of interest in the PPSC Program, candidates are invited to a meeting hosted by The Director. Here, candidates are apprised of the [Candidate Progress Checklist](#), [curriculum coursework](#), and the [PPSC agency list](#). Prior to the start of field education, candidates are invited to a second meeting to review the PPSC requirements and the PPSC evaluation in greater detail. Finally, at the completion of the MSW program, candidates are invited to a final meeting to verify all PPSC requirements have been met and are provided a timeframe and instructions for the issuance of the PPSC. Candidates are also invited to a [Joint End of the Year Job Fair](#).

1.1.1 Table depicting location, delivery models, and pathways

Location	Delivery Model	Pathway
Main Campus	In-Person	Traditional School Social Work
Statewide Locations	Online/Synchronous	Traditional School Social Work

[2.1 Organizational Chart/Graphic](#)

3. Faculty Qualifications

[3.1 Faculty Distribution Table](#)

[3.2 Annotated Faculty List with links to Faculty Vitae and Syllabi](#)

[3.4 Faculty Recruitment Documents](#)

4.1 Published course sequence from Course Catalog

The following web-link outlines the course sequence:

<https://dworakpeck.usc.edu/academics/departments/children-youth-families/curriculum#track>

The following web-link is a detailed course catalog for all candidates:

<https://catalogue.usc.edu/content.php?catoid=12&navoid=4031>

The following web-link is a general course catalog for the on-line pathway:

<https://msw.usc.edu/online/curriculum-snapshot/course-catalog/#children>

Required Exhibit:

5.1 The following [Chart Depicting Overall Performance Expectation Alignment Per Course](#) provides an overview of where Performance Expectation content is aligned with courses, per semester. The SSDWP PPSC Program offers 18 courses over four semesters where PE content is either introduced, assessed and/or practiced and the chart can be used as a guide as to where to find such content. The check-mark (✓) in each column hyperlinks to one of the four matrices.

5.2 Course matrices:

[First semester](#) [Second semester](#) [Third semester](#) [Fourth semester](#)

6. Fieldwork and Clinical Practice

6.1 [Fieldwork hours table](#)

6.2 [Sample MOU](#) and [List of PPSC MOU's](#)

The following link describes the field education program for candidates in the MSW Program:

<https://dworakpeck.usc.edu/academics/msw-on-campus/field-education/students-forms>

The following link is a Field Education FAQ: <https://dworakpeck.usc.edu/academics/msw-on-campus/field-education/field-education-faq>

6.3 Veteran Practitioner Training Material

The following [Field Instructor Training Manual](#) is for new Field Instructors. Existing Field Instructors are invited to attend [Field Instructor Tune-Ups](#).

The following link describes the overall field education program with forms for agencies and Field Instructors to join the USC, Suzanne Dworak-Peck, School of Social Work Field Education Program: <https://dworakpeck.usc.edu/academics/msw-on-campus/field-education/field-agencies>

The following link describes the roles of and qualifications to become a Field Instructor: <https://dworakpeck.usc.edu/academics/msw-campus/field-education/field-instructors>

In addition to these training manuals, all PPSC Field Instructors, along with other stakeholders are invited to a year end [School Social Work Roundtable](#): a [Joint University Field Symposium](#) and an [Annual Field Instructor Luncheon](#).

6.4 [Documentation of Candidate Placements](#)

6.5 [Clinical Practice Handbook/Manual](#)

6.6 [Fieldwork/Clinical Practice Syllabi](#)

6.6.1 [Clinical Practice Assessment Instruments](#)

[Pupil Personnel Services Credential Evaluation](#)

[Children, Youth and Families Department Evaluation](#)

7.1 [Description of process ensuring appropriate recommendation](#)

At the end of the candidate's program, they are invited to a meeting offered at two different times for candidate convenience. In this meeting the [Candidate Progress Checklist](#) is once again reviewed so that candidate's are apprised of all the PPSC Requirements to ensure completion. All candidates are instructed to electronically submit a complete PPSC File to the Director of the Social Work in Schools Program and the Credential Analyst at the School of Education. Each file is reviewed for accuracy and completion of requirements by both parties. If a requirement is missing, the candidate is immediately informed. Once a file has been reviewed and the contents is complete, the candidate is recommended for the PPSC electronically to the CCTC.