

**Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum**

Institution	University of Southern California	Program	SCHOOL SOCIAL WORK, CWA
Date of Review	February 2021		

Please complete the table below for all programs that were deemed to require “more information needed” by reviewers during Program Review (PR). Brief narrative (150 words or less) is allowable but response must include links to evidence that address the issue identified by the reviewers.

Posting the Addendum

Information from the addendum must be posted on the institution’s accreditation website at least 60 days before the site visit, along with the original program review document and feedback from the program reviewers. Please do not resubmit your response the items below; responses need only be added to your institution’s accreditation website.

Standards Found to be Preliminarily Aligned	1, 3, 4, 5
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Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 2: Preparation of Candidates for Mastery of School Social Work Performance Expectations	See table of Performance Expectations below	

Performance Expectations Requiring More Information	Comment from Program Reviewers	Response from Program
<p>1.3 Utilize technology ethically and appropriately, to promote client safety and to protect the confidentiality of clients.</p>	<p>Evidence linked for SW621 does not mention technology or client safety. Please provide more information.</p>	<ul style="list-style-type: none"> ● Unit 3 - Page 12 Reading (pg12) ● Unit 11 - Page 22 Reading (pg20)
<p>2.2 Utilize this understanding with students, caregivers and families, teachers, school staff, school district employees, administrators, and the programs and resources of the community to advocate for more culturally responsive services in the school community.</p>	<p>Please provide specific grading criteria linked to this PE for assignments in SW630.</p>	<ul style="list-style-type: none"> ● Grading criteria in SW630: ● Page 7 ● Page 8 ● Page 9 ● Page 10
<p>2.3 Engage in cultural humility through on-going self-reflective practice, use of client feedback, supervision, consultation, and evaluation</p>	<p>Preliminarily aligned <u>Note:</u> The specific grading criteria for SW630 Class Participation (p.9 of the syllabus) is well linked to self-reflective practice and consultation aspects of this PE.</p>	
<p>3.3 Work collaboratively with teachers, school personnel, administrators, and other members of the multidisciplinary team to promote a climate and culture conducive to student</p>	<p>Please provide more information on how SW614 Unit 6-7 is related to this PE.</p>	<p>Units 6 and Unit 7 (pg15) in SW614 are all about various stakeholders and how as social workers we engage with them. We talk extensively about this in class and it is also an integral part of presentations for Assignment 3 (pg17).</p>

<p>connection/engagement with the school by addressing barriers and advocating for equitable services for all students, families, and their communities.</p>		<p>Additionally, in a review of other syllabi for this PE, candidates work collaboratively in the field practicum setting in SW699A (Unit 10-13) (pg18) and in SW699B (Unit 1, Unit 2, and Unit 5-7) (pg18-19)</p>
<p>4.2 Utilize feedback and identify trends to inform practice with students, families, and groups; and to inform research on school social work practice outcomes that impact the school community.</p>	<p>Please provide specific grading criteria linked to this PE for assignment #3 in SW546.</p>	<p>Summarizes and synthesizes findings from empirical studies to answer practice effectiveness question. Appraises the applicability of empirical study findings to one's practice situation considering the fit between the PICO dimensions of a study and those needed for one's practice. Thoughtfully considers the possible adaptations that might be needed when applying empirical study findings to one's practice situation, along with the implications of those adaptations.</p> <p>Grading Criteria for SW546 found here: Assignment #3</p>
<p>4.3 Research and identify effective practices to inform specific school-based interventions, including the use of strategies to re-engage disconnected students to the educational process.</p>	<p>Please provide specific grading criteria linked to this PE for assignment #3 in SW546.</p>	<p>Specifies a relevant, PICO-formatted practice effectiveness question. Effectively searches for scholarly evidence using scientific databases, PICO key words, and knowledge of evidence hierarchies. Locates 10 peer-reviewed journal articles that represent the best available evidence for answering a social work practice effectiveness question.</p> <p>Critically appraises the internal and external validity - and overall quality - of empirical studies considering their Design, Measurement and Sampling methods and procedures.</p> <p>Summarizes and synthesizes findings from empirical studies to answer practice effectiveness question. Appraises the applicability of empirical study findings to one's practice situation considering</p>

		<p>the fit between the PICO dimensions of a study and those needed for one's practice. Thoughtfully considers the possible adaptations that might be needed when applying empirical study findings to one's practice situation, along with the implications of those adaptations.</p> <p>Grading Criteria for SW546 found here: Assignment #3</p>
<p>5.2 Understand and critically analyze district, local, state, and federal policies, practices, procedures, and funding sources. Understand how they may impact chronic absenteeism, crisis intervention, and assessment of threats, school safety, school discipline, school climate, restorative practices, social emotional supports, and trauma-informed schools.</p>	<p>Please provide more information on how attendance and chronic absenteeism is introduced and practiced. The link to SW 614 assignment 3 does not clearly address policy practice.</p>	<p>Many students choose chronic absenteeism as their “problem” to address in assignment 3. The spend the entire assignment figuring out whom this affects and why and come up with a solution to address. The assignment description is attached. This is also addressed in multiple units throughout the course, specifically units 6 and 7 when we discuss multiple stakeholder groups and how to engage them. Additionally how student engagement can impact students’ attendance in both positive and negative ways.</p> <p>SW614 Assignment 2 and 3</p> <ul style="list-style-type: none"> ● Assignment 2 ● Assignment 3
<p>6.1 Engage and develop effective relationships with students, families, school personnel, and other PPS service providers, and the school community.</p>	<p>Please provide specific grading criteria related to this PE for assignment #2 in SW547 and RLT assignment in SW699A.</p>	<p>SW547 is a newly modified course developed from SW544. Current PPSC candidates enroll in SW544: Clinical Social Work Practice with Individuals, Families and Groups and the grading criteria for the assignment #2 can be found here:</p> <ul style="list-style-type: none"> ● Assignment 2 (pg29) <p>Candidates will begin taking SW547 in Fall, 2021 and/or 2022.</p> <p>Grading criteria in SW699A:</p> <ul style="list-style-type: none"> ● Micro RLT 699A/B

<p>7.1 Assess the social and emotional needs, strengths, risks and protective factors of students and families.</p>	<p>Please provide more information on how the SW506A assignment is related to students and families.</p>	<p>Assignment 1 (pg8) – Personal reflection Students reflect on core concepts related to conducting a biopsychosocial assessment of self and reflecting on how this task helps them engage in efficacious social work practice with students and families. Students must answer why this is important in their professional work as a social worker (Item 2b).</p> <p>Assignment 2 (pg8)– Midterm. Multiple choice exam Students respond to multiple choice questions that test their knowledge of theories of the family environment and can inform how they can work efficaciously with students and families. See p 18 of SWK 506 syllabus which details required and recommended readings.</p> <ul style="list-style-type: none"> ● Unit 6 Readings (pg19) <p>Unit 6 (pg19)- Topics of focus</p> <ul style="list-style-type: none"> ● The individual in the context of family ● Family in the context of society ● Diversity in family systems ● Classic and contemporary theories of the family <p>Assignment 3 (pg8)– Life Hx Interview Students conduct a life hx interview of an older adult. They can apply theories of the family environment to understand the life trajectory of their interviewee.</p>
<p>8.1 Select evidence informed social work interventions including counseling, case management, group work, community organization, and crisis intervention methods that fit the</p>	<p>Please provide more information on specific grading criteria for assignment #3 in SW614 that is linked to this PE.</p>	<p>Students are required to come up with an intervention to address a chosen “problem” within a school that they have worked or are currently working (or interning). It takes into account potentially any of the items listed in 8.1. Consequently, assignment 2 does the same. They have to complete a thorough community and school analysis in order to effectively solve their identified problem.</p>

ecological perspective with students and families.		
9.2 Understand and utilize aggregate client and school staff feedback and objective data to evaluate micro, mezzo, and macro/school-wide outcomes, including school climate.	Please provide more information on data collection in schools as it relates to school climate and intervention outcomes. It is not clear that the SW699B assignment that is linked shows practice with evaluation.	In order to monitor climate and intervention outcomes, students are evaluated through three assignments: Review of Reflective Learning Tools (RLTs), CYF Semester Learning Agreement and Evaluation, and the PPSC Evaluation.
9.3 Understand and utilize disaggregated data to evaluate intervention outcomes with groups of students, which can inform future practices.	Please provide more information needed on what types of data are gathered as related to schools and pupils. It is not clear that the SW699B assignment that is linked shows practice with data and evaluation.	Students have the opportunity to complete micro, mezzo, and macro Reflective Learning Tools (RLTs) which can inform future learning and practices.
10.1 Understand typical and atypical growth and development through a strength-based and ecological perspective. Incorporate relevant theories, research, and other information related to students' strengths and challenges that affect learning in school, family, and community environments.	Please provide more information. The final assignment in SW613 needs grading criteria that is linked to this PE. Specifically, how do candidates demonstrate understanding of how child development impacts student learning.	<p>Grading criteria for SW613:</p> <ul style="list-style-type: none"> ● Final Assignment (pg9) (more description here: page 25) <p>Demonstration of understanding of how child development impacts students learning:</p> <ul style="list-style-type: none"> ● Midterm Assignment (pg9) (more description here: page 24) ● Final Assignment (pg9) (more description here: page 25) ● Group Work Activity (pg10) ● Unit 1 (pg14) ● Unit 2 (pg14) ● Unit 8 (pg18) ● Unit 9 (pg19)