California State University SAN MARCOS

CSUSM MSW Program Pupil Personnel Services Credential Program

PPSC Learning Agreement Possible Tasks: Authorization in School Social Work

****This is not an exhaustive list. Please refer to the PPSC Activity Checklist for more activities.**

Performance Expectation	Tasks/ Assignments which Demonstrate Knowledge (Must complete at least 1-3 tasks per requirement)
1. Ethical and Professional Behavior	Possible Student Tasks: • Review and discuss NASW Code of Ethics with Field Instructor • Review mandated reporting training and discuss any cases with your Field Instructor • Discuss limits of confidentiality with students; maintain confidentiality with pupils, as appropriate • Review and discuss **Minor Consent laws** • Review, discuss, utilize documents that outline the role of a school social worker such as **NASW Commission on Education position statement** and/or **SSWAA position paper on Confidentiality** • Demonstrate ethical and professional behavior from the transcultural perspective
2. Engage Diversity and Difference in Practice	Possible Student Tasks: • Demonstrate awareness of personal biases and expectations • Focus on culturally responsive practice and highlights one's social location and how it influences worldview • Work with and increase effectiveness with diverse populations by being pupil centered and practicing with cultural humility and self-reflection • Demonstrate awareness of how her/his own background impacts professional work • Sensitive to vulnerability of populations served and pupils' rights to self-determination • Recognize and uses own power and authority in a manner consistent with social work values • Review the document on Standards for Cultural Competence- Standards
3. Promote Social Justice and Equity	Possible Student Tasks: • Intern will advocate for social, economic and environment justice for pupils • Intern will engage in practices that advance human rights at the individual and system levels • Intern will identify barriers that inhibit the rights of pupils, including identifying gaps in service delivery • Identify barriers that prevent services from reaching target or other populations in need and work collaboratively to address barriers • Critically evaluate the relationship between the agency's mission, objectives and actual service delivery • Empower pupils to advocate on their own behalf • Familiarize him/her/themself with current political events and their effects on pupils. Discuss with field instructor • Reflect on their (interns') own intersectional experiences of privilege and oppression and discuss with faculty field instructor

	• Research, understand and become more involved with Human Trafficking laws and policies
4. Engage in Practice-informed Research and Research-informed Practice	• Possible Student Tasks: • Utilizing the FLAIR process, research effective engagement interventions with non-majority (i.e., Latino, Vietnamese, Filipino) individuals and families and present to field supervisor and staff • Apply evidence-based interventions with pupils of non-majority status • Discuss various evidence-based interventions with the Field Supervisor, apply theories and interventions learned in the classroom with pupils in the field setting • Attend training(s) that teaches evidence-based practices and interventions with specialized populations • Discuss with Field Supervisor what research and/or evaluation practices are implemented in the Agency
5. Engage in Policy Practice	Possible Student Tasks: • Identify the intended and unintended consequences of Board policies for pupils • Identify policies that impede access to services and/or service delivery and proposes changes • Understand local, state and/or federal policies that provide mandate, funding and boundaries for agency services (i.e., LCFF, LCAP) • Identify government bodies that regulate or fund the agency. Discuss in supervision • Attend a Board meeting • Analyze gaps in services related to current budget projections; make written recommendations for meeting client needs and discuss with Field Supervisor • Participate in community/field of practice coalition meetings to analyze trends and needs and develop coordinated approaches • Identify key funding streams that support the agency • Involve the intern in 504 and SST meetings, so they understand the pillars of support available in the school setting
6. Engage with Students, Families, Groups, Organizations, and Communities	Possible Student Tasks: • Utilize the stages of change model to better understand and begin where the client/client system is • Utilize ecomaps, genograms, culturalgrams, goal setting in working with pupils • Utilize OARS skills effectively to build relationships • Utilize exploring, focusing, and guiding skills • Utilize effective communication in coordinating services in a culturally responsive manner • Prepare for action with pupils • Treat all pupils with dignity and respect

	• Work to grasp feelings and understand circumstances of the pupil • Develops mutually agreed upon goals
7. Assess Students, Families, Groups, Organizations, and Communities	Possible Student Tasks: • Consider multiple perspectives of internal and external strengths, including strengths assessment: **R**esources, **O**ptions, **P**ossibilities, **E**xceptions, **S**olutions • Utilize a formal or informal biopsychosocialspiritual perspective and developmental assessments as part of the assessment process • Utilize brief structured/formal assessments as appropriate • Assess for strengths, supports, symptoms, functioning, and quality of life • Determine multidisciplinary theoretical frameworks to identify and address barriers to attendance, learning and behavior • Observe and interpret students' nonverbal behavior • Identify the impact of multiple systems on the pupil (family, community, organizations) • Clearly define presenting problems and patterns of adaptive and maladaptive behavior with awareness of internalized and externalized symptoms
8. Intervene Collaboratively with: Students, Families, Groups, Teachers, School Staff, Organizations, and the Community	Possible Student Tasks: • Differentiate between goals and objectives and formulate MAPS goals to guide interventions • Consider micro, mezzo, and macro interventions • Use the results of the assessment in planning evidence informed interventions • Utilize developmentally appropriate interventions • Partner with pupil to create individual case • Discuss the case plan in language that the pupil understands • Select appropriate intervention strategies for goals utilizing an ecological perspective • Consider using the DSM 5 Cultural Formulation Interview Guide to assess cultural factors influencing client's perspectives • Use the stages of change model to guide interventions provided • Facilitate transitions and endings
9. Evaluate Interventions with Students, Families, Groups, Teachers, School Staff, Organizations, and the Community	Possible Student Tasks: • Clearly define target problems, objectives and goals in treatment and case plans. Consistently note progress and lack of progress toward goals • Consider implementing the Session Rating Scale (SRS) or Outcome Rating Scale (ORS) to evaluate individual, group, or family meetings • Implement alternative intervention strategies when there is lack of progress toward goals • Evaluate qualitative and quantitative research in informing practice • Consider the range of factors that may influence outcome

10. Growth and Development	Possible Student Tasks: • Demonstrate understanding that growth and development occurs through a strength-based and ecological perspective and incorporates many factors such as development, language, spirituality, impact of trauma and oppression, resiliency, and diversity
Credential Requirement	**Tasks/ Assignments which Demonstrate Knowledge (The following are to be completed as described)**
11. Supervision	• Weekly supervision with PPSC practitioner credentialed in School Social Work and Child Welfare and Attendance • Discuss cases with attention to developmental norms, strengths, & cultural competence, using a holistic approach in the service of achieving positive educational outcomes • Discuss & evaluate effectiveness of interventions • Use process recordings, audio, video taping, as available for learning, and as requested by supervisor
12. SSW Hour Requirements	• Overall, 1000 hours of fieldwork experience (including 1st and 2nd year internship) for the authorization in School Social Work; of which a minimum of 450 are in a school-based setting supervised by a PPSC practitioner ○ Minimum of 100 of these 450 hours are with at least 10 pupils of a background (cultural, ethnic, socioeconomic, National origin, etc.) different than the candidate. ○ School hours must be in at least two age groups settings (preschool, elementary, middle, high), with a minimum of 100 hours at each setting
13. Placement Completion Date	• If the candidate must remain in placement beyond the last field day as scheduled by CSUSM Dept. of Social Work, the date of the last day must be agreed upon by the candidate and listed here. Malpractice insurance must be provided by the school/agency for these extended days. • Final placement date: _____

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PPSC Learning Agreement Possible Tasks: Authorization in Child Welfare & Attendance

Candidates and field instructors should refer to the *Child Welfare & Attendance field hour requirements* in the *PPSC Manual* before completing the Learning Agreement. Tasks/ Assignments may also include the candidate's field experience in the school placement.

Student _____ School Site_____ Field Supervisor _____

Credential Requirement	Tasks/ Assignments which Demonstrate Knowledge (Must complete 1-3 tasks per requirement)
1. Work with issues related to CWA history, philosophy, and trends	Possible Student Tasks: • Identify barriers to attendance at multiple systems levels and discuss with your Field Instructor. • Watch a SARB meeting. Discuss with your Field Instructor how the meeting would be different if using restorative practices. Here are some resources: Resources, Video
2. Work with issues related to CWA related regulations, laws and ethics	Possible Student Tasks: • Review and discuss in supervision the district policies on attendance and other legal mandates • Assist in conducting home visits to assess attendance related issues, including verification of address, correspondence, and interventions to address truancy issues and barriers to attendance, etc. • Discuss home visit protocols and how attendance is addressed at your site with your Field Instructor. Video • Understand the difference between a 504 Plan and an IEP. Resource Video and resource
3. Work with issues related to attendance and development of goals and objectives	Possible Student Tasks: • Assist in reviewing and analyzing attendance data and developing effective interventions and plans to address attendance related issues. • Utilize tools such as genograms, ecomaps, culturalgrams, mutually agreed upon goal setting and cumulative reviews in the work with pupils
4. Work with issues related to inter and intra agency collaboration with involved systems	Possible Student Tasks: • Attend a SART or a SARB meeting • Attend a community meeting with various agencies represented • Interviews in the field: child welfare worker, juvenile justice or classmates in this internship • Contact community resources to meet the needs of school age pupils and their families. Note languages spoken if creating a list

5. Work with issues related to <u>organizational culture and politics</u>	Possible Student Tasks: • Read the district and school handbook. Discuss with Field Instructor • Attend School Board meeting and discuss with Field Instructor • Attend PTA, ELAC meetings
6. Work with issues related to <u>assessment and intervention of barriers</u>	Possible Student Tasks: • Provide biopsychosocial assessments of your clients • Discuss how to provide intervention services at all systems levels to address barriers to attendance • Discuss with your Field Instructor how they incorporate the California Healthy Kids Survey into their practice and service planning, apply cultural considerations.
7. Work with issues related to <u>alternative education pathways</u>	Possible Student Tasks: • Read about alternative education programs: <u>At promise replaces at risk,</u> Resource: <u>https://rapsa.org/</u> and discuss with your supervisor
Credential Requirement	**Tasks/ Assignments which Demonstrate Knowledge in attendance interventions**
CWA Hour requirement	• **A minimum of 150 clock hours of field experience under a PPSC supervisor**