

Part IV: Program Summary

Program Summary

PPS Credential: School Social Work and Child Welfare and Attendance

Program Design

California State University, Fresno is one of twenty three universities in the California State University system. Fresno State began as a normal school in 1911 and has a strong history of service and preparation of education professionals. The Dean of the Kremen School of Education and Human Development (KSOEHD), Paul Beare, is the Unit Head that oversees 16 credential programs. He is responsible to the Provost/Vice-President for Academic Affairs, who reports to the President.

The Pupil Personnel Services (PPS) credential with specializations in school social work and child welfare and attendance (CWA) is part of the Master of Social Work (M.S.W.) degree program. The program is offered through the Department of Social Work Education which is one of eight departments in the College of Health and Human Services at California State University, Fresno. Under the direction of the department chair, E. Jane Middleton, business is conducted in assemblies, retreats, and regular meetings of the faculty in which all matters of the program and its curriculum are managed. The coordination of the PPS program is assigned to Andrea Carlin. She is responsible for overseeing the delivery of the PPS program and participates actively with all stakeholders to ensure program coherence and alignment with all accreditation standards.

The MSW and PPS program is one of several credential programs outside of the Kremen School of Education and Human Development. In order to coordinate effectively, the KSOEHD convenes regular meetings of all credential program coordinators. These meetings address important topics such as state and national accreditation standards and requirements, vision and mission statements, curriculum, administrative and policy matters, and collaboration among programs. It meets periodically to review any program changes or issues for any of the advanced credential programs. The PPS Coordinator is a member of both the KSOEHD Graduate and the NCATE/CCTC Coordinator's committees.

The M.S.W. and PPS is a two year, full-time program of 60 units: 50 units of course work and 10 units of concurrent field placement study. Three important goals of the Master of Social Work Degree program include the development of 1) a commitment to social justice, 2) diversity awareness/competence, and 3) an empowerment perspective. The PPS credential program incorporates these educational goals in its mission to prepare social workers to "perform services to children, parents, school personnel and community agencies to promote a school environment responsive to the needs of children and to plan educational programs which will prepare children to function in a culturally diversified society" (CA Ed Code 44046). The program is designed to maximize the integration of theory and classroom knowledge with concurrent field instructed practice in the schools. This curriculum model ensures that students experience the breadth and depth necessary to be prepared for social work practice in the public schools.

The faculty in the Department of Social Work Education reconfigured the curriculum in the M.S.W. and PPS programs and has been delivering this modified program during the past two years. The changes feature strengthened foundation coursework in practice and research, closer integration of practice coursework and concurrent field internship assignments, standardized learning agreements and evaluations to guide all four semesters of internship, an integrative field seminar during the advanced year, and a more coherent delivery of the advanced research curriculum.

Program modifications to the PPS program include the addition of a dispositions evaluation, a unit exit survey, and a PPS portfolio for outcomes purposes.

Opportunities for stakeholder input occur regularly through a variety of channels. Candidates provide input during the planning of the second year internship as well as through advising, supervision, representation on the PPS Credential committee, and program exit and alumni surveys. The PPS coordinator works closely with both candidates and school districts in assigning students for field placement and all have the opportunity for input about the acceptability of the placement. A faculty member with a PPS credential is assigned as a liaison to oversee the internship and provide support to the field instructor and student. This role provides for regular exchange of information between the department and the school districts and facilitates stakeholder input. Finally, input from local districts and schools occur through annual regional meetings with all PPS field instructors and the PPS Credential Committee. Meetings with PPS field instructors occur both on campus and at regional school sites to inform them of program changes, gather outcome data about the PPS program, and provide a forum for support and exchange of information. The PPS Credential Committee is comprised of faculty, PPS field instructors, school administrators and PPS candidates. It meets 2 times per year and also provides an opportunity for input regarding program delivery and outcomes.

Course of Study

The M.S.W. and PPS is a 60 unit, advanced credential program. Foundation coursework and concurrent field internship for 400 hours are completed in the first year of the program. The advanced, multi systems social work practice concentration is delivered in the second year. It consists of advanced coursework in all five levels of the multi systems concentration and concurrent advanced field internship, including the content specific to the PPS program. The second year internship requires completion of 600 hours of supervised practice, a minimum of 100 hours at two developmental levels, and work with a minimum of 10 pupils ethnically different from the candidate for a minimum of 100 hours. The course of study for a full-time PPS candidate is depicted in Table 1. Field instruction is closely aligned with practice content and guided by standardized learning agreements with assignments linked to each practice course. A PPS learning agreement addendum is also utilized to ensure that all program requirements and competencies are addressed in the internship experience.

Table 1: Course of Study: Full-Time PPS Credential Program

FOUNDATION: 1ST YEAR			
Fall	Units	Spring	Units
SWRK 200 Social Welfare Policy I	(3)	SWRK 203 Social Welfare Policy II	(3)
SWRK 212 Human Behavior in the Social Environment: A Multi Systems Approach	(3)	SWRK 213 Human Behavior in the Social Environment: Cultural Diversity and Oppression	(3)
SWRK 220 Social Work Practice I	(4)	SWRK 221 Social Work Practice II	(4)
SWRK 260 Quantitative Research	(3)	SWRK 261 Qualitative Research	(3)
SWRK 280 Field Instructed Practice I	(2)	SWRK 281 Field Instructed Practice II	(2)
	15 Units		15 Units
ADVANCED: 2ND YEAR			
Fall	Units	Spring	Units
SWRK 224 Advanced Practice with Individuals	(3)	SWRK 227 Advanced Social Work Practice with Couples and Families	(3)
SWRK 225 Advanced Practice with Groups	(3)		
SWRK 246 Advanced Practice with Formal Organizations	(2)	SWRK 247 Advanced Practice with Communities	(3)
SWRK 282 Advanced Field Instructed Practice I	(3)	SWRK 283 Advanced Field Instructed Practice II	(3)
SWrk 274 Advanced Social Work Practice in Schools I	(3)	SWrk 275 Advanced Social Work Practice in Schools II	(3)
SWRK 292 Project/Thesis Seminar	(2)	SWRK 298 Project/SWRK 299 Thesis	(2)
	16 Units		14 Units

Field placements for the PPS program are available in a number of K-12 school districts throughout the central San Joaquin valley. Placements must be approved by the Department of Social Work Education as meeting the requirements of the MSW and PPS program. There are typically about 20 candidates participating in the program each year and there have been a sufficient number of placements available to meet the demand.

Oversight of the field internship experience is structured and well organized in the M.S.W. and PPS program. Candidates participate in several program orientation meetings prior to beginning field instruction in the schools. Requirements of the program are reviewed and compliance is confirmed by the PPS Coordinator prior to beginning internship. Field instructors complete mandatory departmental training to fulfill their instructional role and also participate in annual, on-going training and professional development. Candidates meet with the assigned MSW/PPS field instructor for supervision a minimum of one hour per week. Department designated learning agreements from the MSW 2 Field Manual and a PPS addendum guide the learning experience and serve as the basis for evaluation of candidate performance at four points during the academic year. Finally, a faculty liaison with a PPS credential oversees the learning experience and provides support to the field instructor and student. The liaison role requires a minimum of four site visits per academic year.

Assessment of Candidates

Upon matriculation into the MSW program, all students participate in a mandatory graduate student orientation in which university and program requirements are carefully reviewed. Students are referred to the University catalog, Division of Graduate Studies, and the Department of Social Work Education website for access to important policies, requirements and documents. A faculty advisor is assigned for each student with the expectation that the student will meet with the advisor at least once each semester to review progress toward program completion. PPS candidates participate in additional orientation regarding PPS requirements and receive a PPS Candidate Handbook. Specific program benchmarks such as grades, field performance, and the PPS portfolio are reviewed.

Candidate assessment of program competencies occurs throughout the program in the completion of course and field internship assignments. Students receive feedback on their performance, primarily in the form of grades and field evaluations, and progress through the program if their performance meets program benchmarks. Students that do not meet academic standards are placed on academic probation per university policy and cannot proceed in practice courses or internship until their grades improve. Candidates that demonstrate performance problems in field placement may be placed on a Corrective Action plan and will only continue in placement if performance problems are satisfactorily resolved. Specific program checkpoints include Advancement to Candidacy at the completion of 9 units, completion of the MSW program, and recommendation for the credential based on a summative determination of candidate competence.

University and program exit surveys are completed by all graduates of the program. Alumni survey data is also collected every three years. These surveys provide important information regarding program effectiveness and outcomes. This data is used to identify program strengths and to identify target areas for program improvement.