

Berkeley Social Welfare

Post-Master's Pupil Personnel Services Credential Program

Field Experience Requirement Verification and Evaluation

Participants in the Post-master's PPSC Program are responsible for securing their own internship/field placement to obtain the required field experience. Berkeley Social Welfare does NOT offer field placements to, or provide any liaison assistance, oversight, or liability insurance coverage for post-master's students, who do not register or pay for field practicum credit.

The Field Experience Requirement

Candidates must have either have completed the necessary field experience required for the PPSC, while in their MSW program or after receiving an MSW, or be in process of completing field experience through employment in a public school setting that meets the following CTC field experience requirements for the PPS credentials:

1. School site experience must be under the supervision of a person, or persons, holding a PPS credential who will be able to provide documentation of the hours completed, the type of settings, the specific qualifications of the supervisor, and provide a positive recommendation that the applicant's performance was satisfactory.
2. Field supervisor(s) must be able to verify that the applicant/candidate has completed, or is in the process of completing:
 - a. At least 450 clock hours of school-based practice under PPSC supervision, of which a minimum 100 hours are with at least ten (10) pupils of an ethnic background different from that of the candidate.
 - b. A school assignment that 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 district services and programs or alternative school settings.
 - c. If applicants are working toward the acquisition of the Child Welfare and Attendance Credential, 150 additional clock hours of field

experience are required as part of the total field experience requirement. Ninety (90) of these hours must be completed in a school setting in direct contact with pupils and a minimum of 30 up to a maximum of 60 must be acquired in a setting that is outside the field of education.

- d. Field supervisors should also document experiences in individual and group practice with male and female school age children of diverse ethnic, cultural, and socio-economic backgrounds, and working with parents, school staffs, and community resources.

If You Have Completed the Field Experience Requirement

Applicants to the Post-MSW PPSC Program who have already completed the required field hours should submit the attached PPSC Field Experience Evaluation and Verification form along with the rest of the required application materials. **This form must be completed and signed by the supervising Field Instructor/PPSC Supervisor.**

If You Have NOT Completed the Field Experience Requirement

Post-MSW PPSC candidates who still need to complete field hours in order to be eligible for the credential will submit the field verification form once all hours are complete.

Past field experience hours completed prior to acceptance into the Post-MSW PPSC program may be used, pending verification from the Field Supervisor(s) that the hours meet PPSC requirements. Previous hours will be verified upon acceptance into the Program.

Candidates may begin accruing PPSC-eligible field experience hours upon acceptance into the Post-MSW PPSC Program. Post-MSW PPSC candidates must complete all field requirements within three years from acceptance into the Program in order to be eligible to apply for the credential.

Candidates requiring malpractice liability insurance while completing field requirements may obtain coverage through NASW (www.socialworkers.org) or the School Social Work Association of America (www.sswaa.org).

Where to Submit Verification and Evaluation Forms

Forms should be submitted electronically (by email) to socwelf@berkeley.edu; or included in a Post-Master's PPSC Program Application package submitted to:

Berkeley Social Welfare
ATTN: Academic Coordinator
120 Haviland Hall #7400
Berkeley, CA 94720-7400



Post-Master’s Pupil Personnel Services Credential (PPSC) Program Field Experience Verification and Evaluation Form

This Verification and Evaluation Form is required of all Post-MSW PPSC Program applicants in order to be eligible for a credential recommendation. **Applicants** should complete Section I (Applicant Information & Field Verification). Supervising **Field Instructors/PPSC Supervisors** should complete and sign Section II (Field Experience Evaluation) as instructed below. This is a fillable form and the text fields will expand as needed. **Please be sure you are completing the form directly within your PDF software (Adobe Acrobat, etc.) and not in a preview or browser window.**

Section I: Applicant Information & Field Verification

Full First & Last Name:			
Summer Sessions Year Applying for Post-Master’s PPSC Program:			
School-based Practice Settings:			
School	Grade Level	Placement Dates	Total Hours
Minimum of 100 hours with at least ten pupils of an ethnic background different from your own:			<input type="checkbox"/> Yes
Minimum of 100 clock hours in at least two different age group settings:			<input type="checkbox"/> Yes
FOR CWA ONLY: 150 additional clock hours of field experience as required under CWA Standard 7			<input type="checkbox"/> Yes

Section II: Field Experience Evaluation

Evaluation Instructions for the Field instructor/PPSC Supervisor

Assign a rating from 0 to 10 for EACH of the social work competencies listed below. Enter the number for your rating in the box provided next to each competency. Ratings should be based on your and/others observations of the student’s performance. Please provide comments for each section in the space provided.

Rating guidance is provided for each competency on the following scale points:
0=Not competent; 5=Beginning MSW Level; 10 =Advanced/High Skill Level.

Generally we would like students to achieve an average “5” rating midway through their second year field placement and then somewhat higher than that by completion of their internship. Since a rating of “10” would indicate a skill level commensurate with a seasoned school social worker, we do not expect any of our students to achieve that rating. So, please only assign that rating sparingly and with substantial justification.

Conversely, if any competency is rated as “0” also provide a separate detailed description of the area(s) needing improvement. A “0” rating or no rating in any section may indicate that the student has not demonstrated sufficient competence required for the credential.

If there are areas of the student’s performance that are not reflected in the listed competencies or if you need more room to write in any section please provide that information in the “Additional Comments” section. Additional pages may be attached.

1 Engagement with Clients		
CTC Standard 20: Direct Learning Support		
0	5	10
Is afraid of and/or avoids clients. Has poor ability to build rapport. Escalates clients in crisis.	Can get most clients to come in and engage in counseling. Establishes warm, empathic working relations. Can cope with crises calmly and confidently.	Uses a variety of creative techniques to successfully engage even the most hostile and resistant clients. Develops very good therapeutic rapport with clients. Can diffuse and calm crisis situations in a therapeutic manner.
Rating:	Observed Behavior and Comments:	

2 Consultation with Teachers/Staff, Parents, or Other Collaterals		
CTC Standard 10: Consultation		
0	5	10
Does not ever consult with teachers or parents regarding students' needs. Develops conflictual relationships with consultees and/or displays excessive anxiety in those relationships.	Recognizes need for consultation and consults with teachers and parents most times when it is appropriate or necessary. Is comfortable, confident, and professional in consultee relations.	Consults with teachers, other school staff, and parents on a regular basis and develops a collaborative relationship with them to address students' needs, appropriate to the developmental level and needs of the students. Demonstrates professional self-assurance and is sought out by others for help and support.
Rating:	Observed Behavior and Comments:	

3 Assessment of Clients		
CTC Standards 2: Growth and Development; 3: Social-Cultural Competence; 19: Wellness and Resiliency Promotion		
0	5	10
Does not use any sources of information about development or cultural history. Fails to consider culturally and developmentally appropriate assessment tools.	Has some knowledge of culturally and developmentally appropriate assessment tools and integrates them in most of the time but may have difficulty implementing them.	Uses a wide range of information sources and culturally and developmentally appropriate assessment tools. Actively reflects on cultural and developmental considerations and integrates them into practice.
Rating:	Observed Behavior and Comments:	

Treatment Planning with Clients		
4 CTC Standards 5: Comprehensive Prevention and Early Intervention for Achievement; 12:Professional Leadership Development		
0	5	10
Has no understanding of how to establish goals and match interventions accordingly.	Establishes measurable goals and objectives for clients and other customers and can identify effective interventions to achieve them.	Can establish measurable and achievable, solution focused goals and can: a) prioritize them for implementation in a school setting b) demonstrate the ability to implement meaningful interventions linked to them c) coordinate/case-manage other interventions as needed.
Rating:	Observed Behavior and Comments:	

School-wide and/or Systemic Intervention Planning		
5 CTC Standards Standard 9: School Safety and Violence Prevention; 13: Collaboration and Coordination of Pupil Support Systems; CWA Standard 5: School Culture and Related Systems		
0	5	10
Lack of participation/interest in school-wide events to improve school climate. Unable to recognize the need for school wide interventions or school climate issues. Unaware of how and when to utilize pupil support systems (referral processes, SST's, IEP's, etc.)	Attends school-wide events and plays a visible role in school climate issues. Understand when and how to utilize pupil support systems and make appropriate referrals as appropriate.	Utilizes existing assessments of school-wide needs and plans interventions to fill gaps where identified. Collaborates with partners to effectively implement school wide prevention and intervention programs Skillfully employs pupil support systems in all appropriate circumstances.
Rating:	Observed Behavior and Comments:	

Evaluation of Services Provided to Clients		
6 CTC Standard 4: Assessment		
0	5	10
Does not gather any data or feedback from anyone on the effectiveness of interventions for pupils/clients.	Gathers data and/or feedback from pupils/clients or customers to assess the effectiveness of interventions on most occasions.	Regularly utilizes pupil/client and/or customer feedback to evaluate outcomes and modifies approach accordingly.
Rating:	Observed Behavior and Comments:	

7 Evaluation of Mezzo and/or School-wide Intervention Efforts		
CTC Standards 5: Comprehensive Prevention and Early Intervention for Achievement; 23: Research		
0	5	10
Does not gather any data or feedback on the effectiveness of mezzo and/or school-wide interventions.	Sometimes gathers client and/or school staff feedback and/or objective data to evaluate the outcomes of mezzo and school-wide prevention and intervention efforts. Is able to and sometimes modifies approaches as a result of feedback.	Regularly uses client and/or school staff feedback and/or objective data to evaluate mezzo and school-wide outcomes of mezzo and school-wide prevention and intervention efforts. Modifies approaches as appropriate in response to feedback and data.
Rating:	Observed Behavior and Comments:	

8 Collaboration and Coordination Skills		
CTC Standard 13: Collaboration and Coordination of Pupil Support Systems; CWA Standard 4: Collaboration and Partnerships		
0	5	10
Does not participate in any coordinated service team (CST, SST, IEP, etc.) meetings and/or does not know how to utilize school or agency resources on behalf of clients.	Attends coordinated service team meetings and can contribute information on how to resources for services occasionally.	Is an active participant in coordinate service team meetings and routinely reaches out to appropriate staff members and community resources to access services for clients.
Rating:	Observed Behavior and Comments:	

9 Professional Conduct		
CTC Standards 6:Professional Ethics and Legal Mandates; 18: Professional Ethics		
0	5	10
Demonstrates inappropriate personal boundaries and/or has acted in unethical ways on more than one occasion. Does not understand confidentiality and mandated reporting requirements. Has excessive conflicts with co-workers. Frequent unexplained absences or lateness.	Understands the need for professional boundaries and can negotiate them most of the time. Understands confidentiality and utilizes good judgment in making mandated reports. Enjoys good working relations with co-workers. Is consistently on time and responsible with schedule.	Clearly demonstrates understanding of personal boundaries, confidentiality, and mandated reporting procedures Is aware of ethical issues and utilizes supervision and/or consultation to resolve them as appropriate. Can advise other school staff in need of consultation on ethical issues. Is seen as a leader among co-workers. Manages work time well without excessive overtime.
Rating:	Observed Behavior and Comments:	

10 Self-Reflective Practice		
CTC Standards 14: Human Relations; 8: Self Esteem and Personal and Social Responsibility		
0	5	10
Avoids Field Instructor and/or is routinely late and/or unprepared for field instruction. Lacks ability for self-reflection and/or to receive constructive feedback. Frequently complains of feeling stressed and/or being overwhelmed but identifies no methods to cope more effectively.	Attends Field Instruction hours regularly and prepared most of the time. Can utilize self-reflection and constructive feedback to improve skills. Recognizes feeling stressed and has some methods to cope with it.	Attends all Field instruction meetings regularly, is well prepared with an agenda, responds well to constructive feedback, and actively utilizes self-reflection to improve skills. Seeks out additional opportunities for professional and/or personal growth and development. Is proactive in employing methods of reducing stress through self-care and can set boundaries and priorities to avoid burnout.
Rating:	Observed Behavior and Comments:	

Additional Comments:

PPSC Supervisor Name: _____ Date: _____