

PPS Credential Program
School Social Work and Child Welfare and Attendance Specializations

PPS Candidate Exit Survey

This survey is to be completed and turned in to the PPS Coordinator at the end of the second year of field placement. This information will be utilized for on-going program evaluation. Your feedback is valuable!

Date: _____

PPS Field Placement: _____

PPS Field Instructor: _____

PPS Faculty Liaison: _____

Part I: PPS Program Information

Using the scale provided, please write in the number that best describes your response to the following items.

- | | | |
|-------------------|--------------|----------------------|
| 1. Strongly Agree | 3. Undecided | 5. Strongly Disagree |
| 2. Agree | 4. Disagree | 6. Not Applicable |

- _____ 1. The prerequisites to the PPS program, including the internship, were provided to me.
- _____ 2. The admissions and prerequisite requirements were clear.
- _____ 3. Courses in the MSW/PPS Program provided me with a knowledge base for social work practice.
- _____ 4. The PPS field placement provided opportunities for the integration of theory and practice.
- _____ 5. The PPS field placement provided learning opportunities that met the requirements for the credential.
- _____ 6. The PPS field instructor was knowledgeable about the PPS program and school social work and child welfare and attendance.
- _____ 7. The PPS field instructor met with me regularly for supervision.
- _____ 8. The faculty liaison was knowledgeable about the PPS program and school social work and child welfare and attendance.
- _____ 9. The faculty liaison made regular agency visits and was available to me as needed.

_____ 10. The PPS program has prepared me for entry level practice as a school social worker.

11. What are the strengths of the PPS program?

12. What areas of the PPS program need to be improved?

Part II: Evaluation of Practice Knowledge and Skills

Using the scale outlined below, assess your knowledge and skills in the following practice areas:

- Low:** Not confident to begin practice in this area without consultation.
Moderate: Confident to begin practice in this area, but may need consultation.
High: Very confident to begin practice in this area; unlikely to need consultation.

| | Low | Mod. | High |
|---|------------|-------------|-------------|
| 1. Understand and apply the ecological approach to social work services in school. | | | |
| 2. Intervene at a variety of systems levels, (individual, family, group, organization and community) to address pupil problems. | | | |
| 3. Demonstrate socio-cultural competence in addressing pupil needs with people from ethnically and culturally diverse groups. | | | |
| 4. Integrate social work ethics into professional practice. | | | |
| 5. Understand the importance of school organizational and educational policies and procedures and function as a member of the education team. | | | |
| 6. Engage in pupil advocacy, classroom management, school discipline, and the development of personal and social responsibility and self-esteem. | | | |
| 7. Collaborate with school staff and other professionals and parents in addressing the needs of pupils. | | | |
| 8. Identify and link resources between schools, pupils, families and the community. | | | |
| 9. Engage in social research that can be applied to the development or improvement of services in school. | | | |
| 10. Ability to interpret and apply knowledge of California School attendance laws and the rights of minors. | | | |
| 11. Ability to conduct psycho-social assessment of factors affecting school performance. | | | |
| 12. Intervene to resolve attendance problems. | | | |
| 13. Participate in planning, prevention and intervention to promote pupil well-being and safety and reduce the incidence of school violence. | | | |
| 14. Understand learning theories and factors influencing learning and utilize strategies and techniques to assist students in developing responsibility for their own learning. | | | |