



SOUTHERN
ADVENTIST UNIVERSITY

School of Social Work

BSW Portfolio Capstone Student Manual

Creating Your Professional Portfolio

What is a professional portfolio?

A professional portfolio is developed to showcase the work of a professional. It is as an exhibit that showcases your understanding and performance in the social work field. It also serves to document your professional growth over time beyond your time at Southern Adventist University. It is meant to demonstrate your strengths and social work skills/abilities.

Throughout your time in the School of Social Work, you will be required to include a variety of assignments and activity documentation. It is to your advantage to perceive the portfolio development as more than an academic requirement. A portfolio can be used to show potential employers why you are worthy of their consideration, as well as give them the opportunity to review your knowledge and expertise outside of their standard expectations.

Examples of information that can be included in a professional portfolio include the following:

- Presentations
- Papers
- Letters of recommendation
- Journal reflections
- Field experience evaluation forms
- Photographs of you actively participating in social work-related activities
- Reviews of professional literature
- Activities/community service documentation
- Attendance and/or presentations at conferences/seminars
- Certificates
- Documentation of honors and awards

How should my portfolio be structured?

Your portfolio is to be unique to you and your social work academic and career experiences. There are many ways to structure your portfolio; however, the School of Social Work will be reviewing your portfolio and looking for specific content. You are expected to have the following main sections (or “parent pages”):

- Core Competencies
- Service Activities
- Certificates and Trainings
- Resume

Under the main parent page “Core Competencies,” you will be required to include the following 10 Core Competencies as subpages in order (see below). Abbreviate each competency title, and include a full description on each individual core competency page. Below are the abbreviated versions of each competency and its full description.

- 1) Professionalism: Identify as a professional social worker and conduct oneself accordingly
- 2) Ethics: Apply social work ethical principles to guide professional practice (NASW, IFSW, IAASW)
- 3) Critical Thinking: Apply critical thinking to inform and communicate professional judgments
- 4) Diversity: Engage diversity and differences in practice
- 5) Social Justice: Advance human rights and social and economic justice
- 6) Research: Engage in research-informed practice and practice-informed research
- 7) Human Behavior and Social Environment: Apply knowledge of human behavior and the social environment
- 8) Policy Practice: Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- 9) Respond to contexts that shape practice
- 10) Engage, Assess, Intervene: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

At this point, you will be required to upload specific academic assignments onto specific core competency pages. Specific instructions will come from your professor, as well as provided on Eclass. ***See the Appendix pages 28 and 29 for a list of the specific course products and the respective competencies.***

The following portfolios have been selected as strong examples of what a professional social work portfolio looks like:

- <http://students.swpro.org/joellemarlin/>
- <http://students.swpro.org/achase/>
- <http://students.swpro.org/mary/>
- <http://students.swpro.org/matthewm/>
- <http://students.swpro.org/deannab/>

Following this document are instructional documents, which include the following:

- How to log into your portfolio (through students.swpro.org and swpro.org)
- How to create a page (parent and subpage)
- How to access portfolio examples
- How to access tutorial videos for portfolio development

Accessing Your Portfolio

The process on how to access your portfolio is below:

1. Once your portfolio is created by administration, you will receive an introduction email which will provide a link to Eclass (www.eclass.e.southern.edu).
2. Go to Eclass and log-in using your Southern username and password.
3. Once logged in select any of your BSW courses.
4. On each BSW course page in the first topic, click on **“Click Here to access your Social Work Portfolio on the School of Social Work Portfolios Hub.”**

Navigating the SWPRO Site

[Click here to log in to your Portfolio](#)

[Click here to access tutorial videos, guides, step-by-step instructions, and FAQs!](#)

[Click here to access Example Portfolios](#)

Home	LOG IN	Latest News	BSW Application	Getting Started Guide	Portfolio Help	Class Member Lists	Southern.edu/SocialWork
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School of Social Work
Student Portfolio Network




[Click here to access tutorial videos, guides, step-by-step instructions, and FAQs!](#)

Welcome to SWPRO

USEFUL LINKS

How To:

We have a new help site!

VISIT HELP SITE

Classes:

MSW - 2012
MSW - 2013

BSW - 2014
BSW - 2015
BSW - 2016

WELCOME TO THE SOCIAL WORK PORTFOLIO SITE!

Note: If you arrived at this page from Eclass and you don't see "My Sites" in the top bar between "My Account" and "Notifications", please refresh the page. If you arrived from SWPRO.ORG, this message does not apply to you.

The student portfolio site is a site where members of the social work department can come together and create their own professional portfolios to enhance their social work career.

This community is a free service provided for students in the BSW or MSW programs in the School of Social Work at Southern Adventist University.

LATEST NEWS



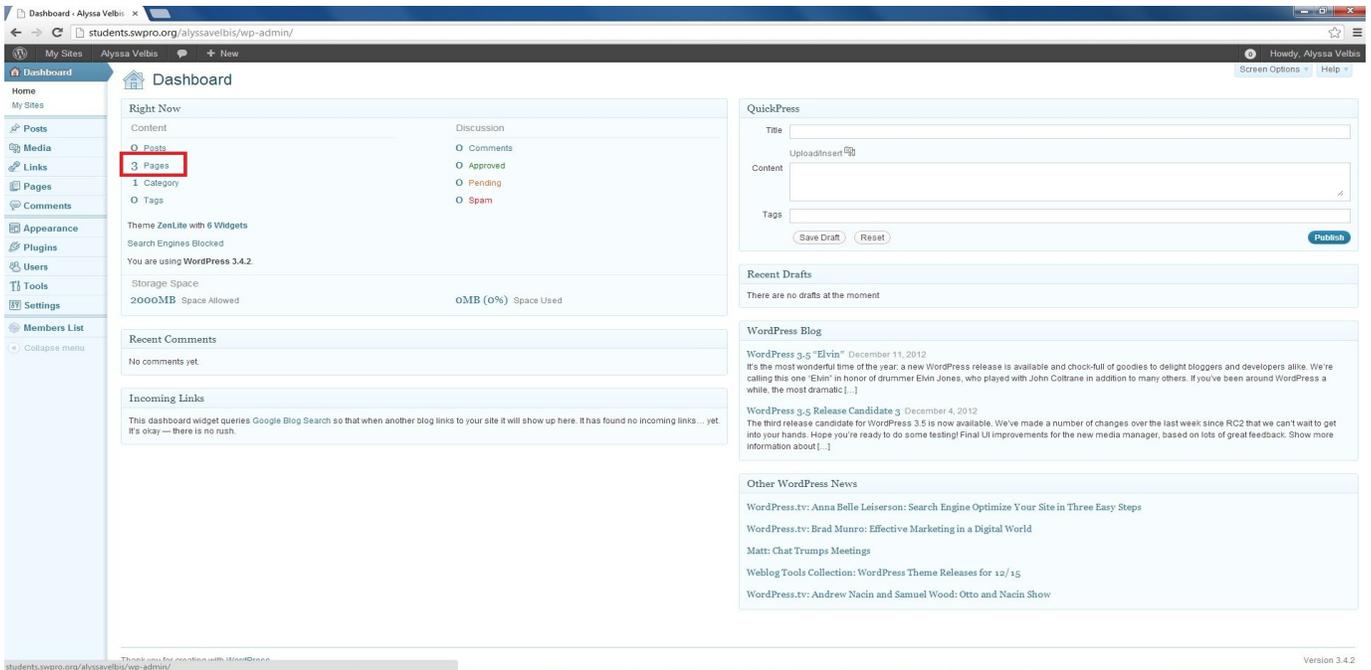
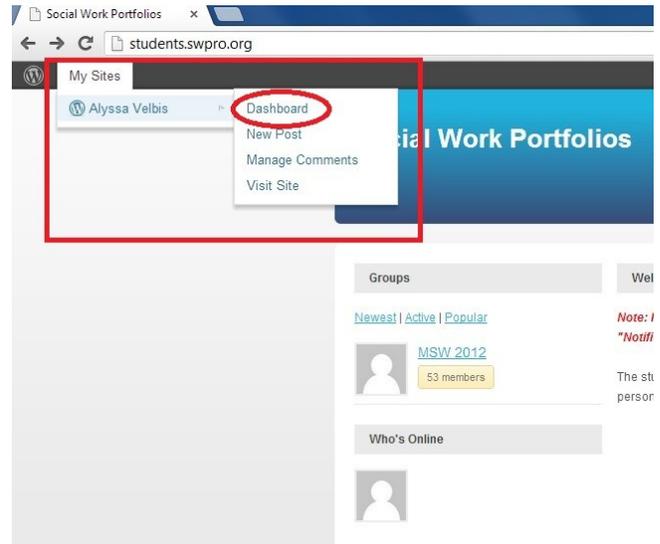
New Website Live
SWPRO has undergone major changes to the infrastructure of how it works. What does that mean for you as a student? Essentially, it simplifies things for you. Now,...



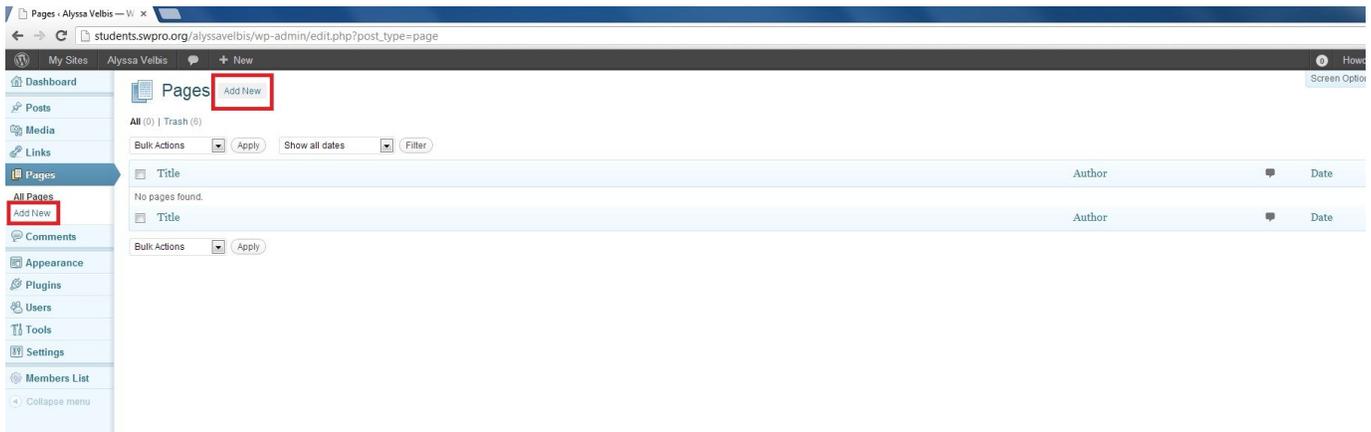
Scheduled Maintenance
08/13/13
NOTICE: 08/08/13 We are going to be running major

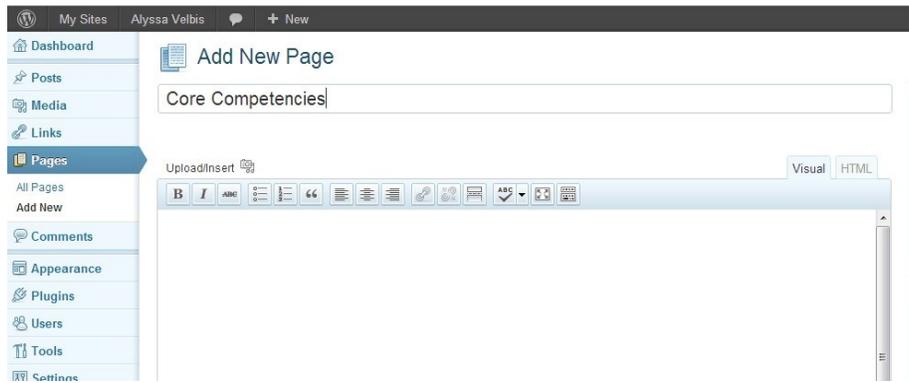
How to Create a Page

- 1) Once you have logged-in, hover over “My Sites” and your name will appear in a drop down menu. Hover over your name and another drop down menu will appear. Click on “Dashboard” (pictured right).
- 2) Once you are in the Dashboard, click on “Pages” (either under the “Right Now” box (in red) or in the left column (pictured below)).

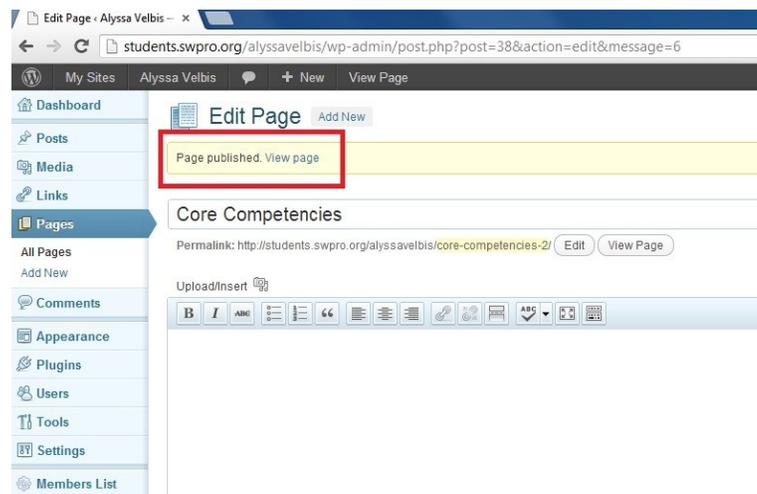
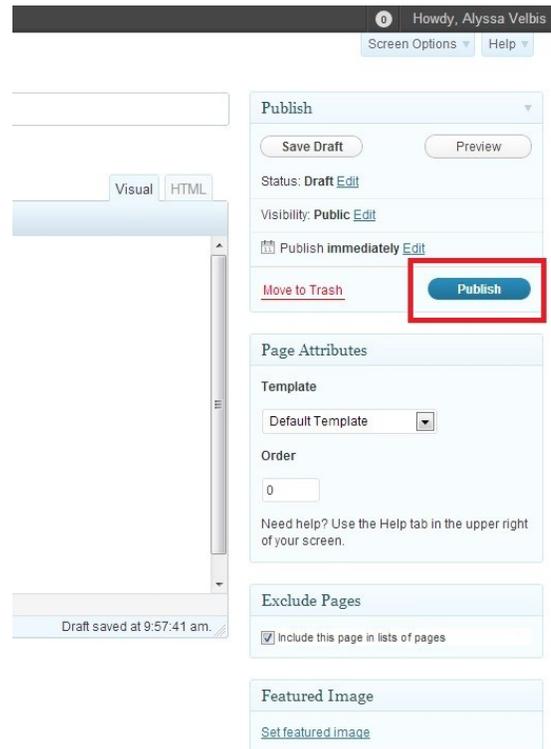


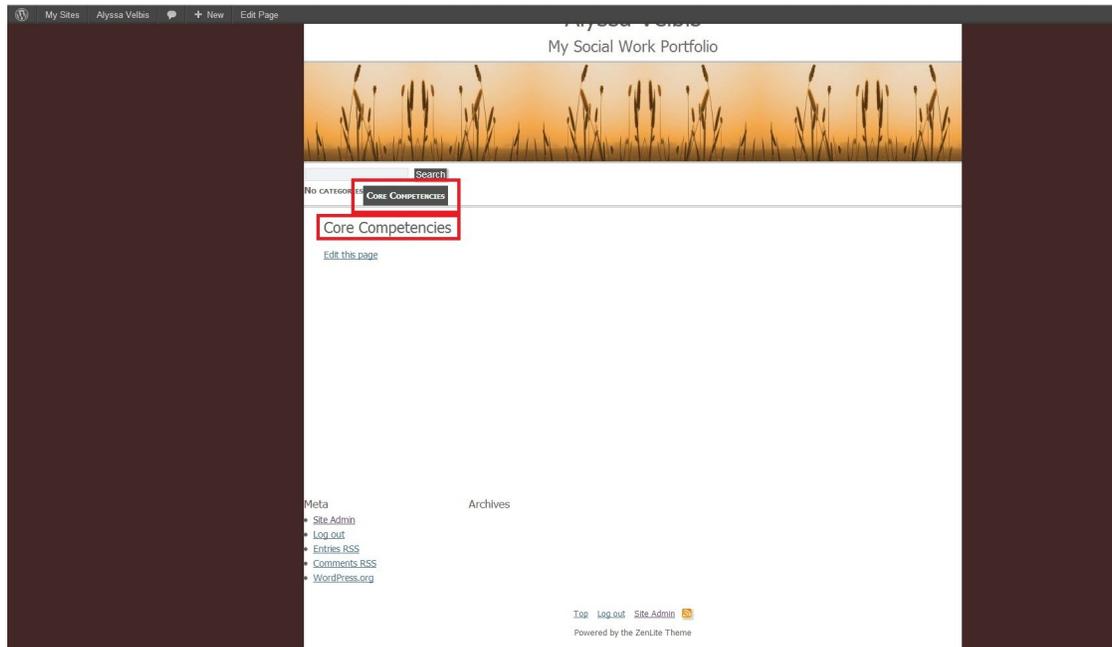
- 3) On the “Pages” page, click “Add New” (in red)





- 4) Type in the name of the page you are wanting to create (pictured above). A “**Core Competencies**” page is essential in the development of your portfolio. Be sure to include this page.
- 5) Once you have typed in the title of your page and added any content, click “**Publish**” (pictured right).
- 6) After you have clicked “Publish,” a yellow box will appear on your screen below the “Edit Page” title. The text in the box will indicate whether your page was successfully published or not.
- 7) In the same yellow box mentioned in Step 6, you will have the option to “View Page.” It is suggested that you do this to make sure that the page is formatted and includes the content you wish. To do so, click “**View Page**” (pictured below).

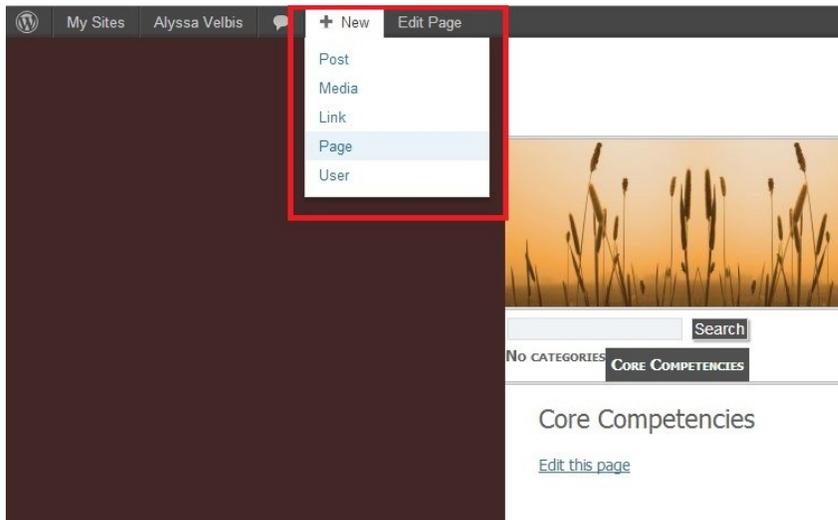




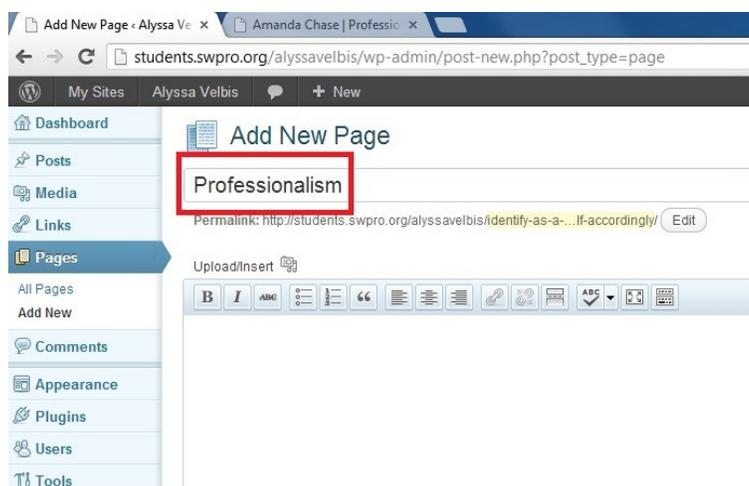
- 8) After clicking, “View Page,” you will be brought to a preview of the page you have developed. You will now see the title of the page in the menu bar (in red), as well as the title on the page itself.

How to Create a Subpage Under a Parent Page

- 1) Hover over “+New” in the top menu bar for a drop down menu. In the drop down menu, click “Page” (pictured top right).

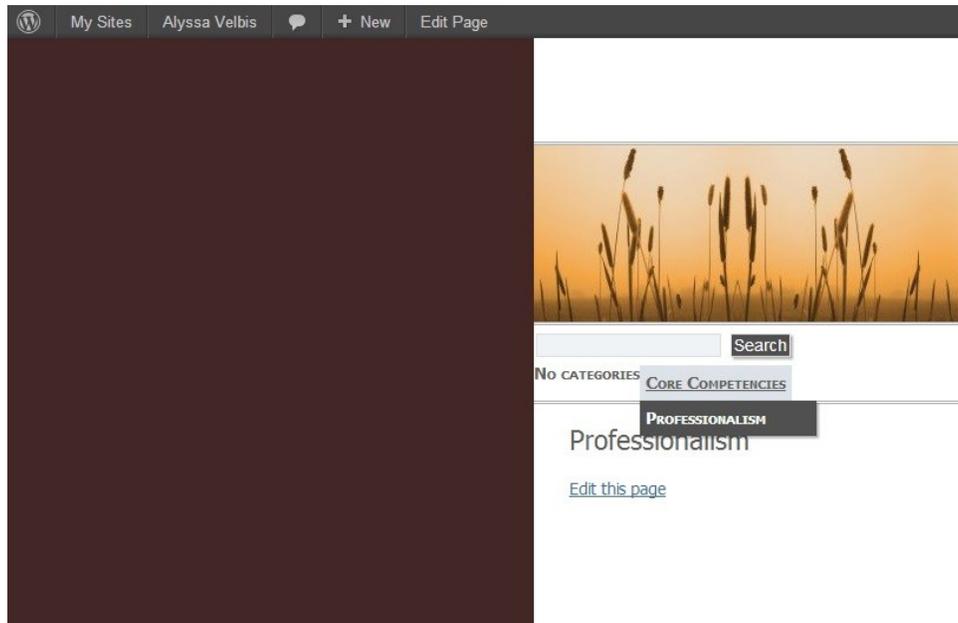


- 2) You will be directed to the “Add New Page” screen. Type in the title of the page that you wish to create and add in any content. As mentioned before, a “Core Competencies” page is essential in your portfolio development. Under “Core Competencies” should be 10 subpages (a subpage for each competency). For example, “Professionalism” is the first core competency.



- 3) Before publishing the page, be sure to make the page a subpage under a parent page, by clicking on the drop down arrow under “Parent” and then **choose the parent page**, in this case, “Core Competencies” (pictured to the right).
- 4) Once you have chosen the parent page, click “Publish.”
- 5) Just as you did to create the parent page, you may choose to “View Page” this is inside the yellow box that pops up following a successful publishing of the page. If chosen, you will see a preview of your subpage.





- 6) After you have clicked, “View page” and have been directed to the preview of your subpage, you will notice that under your parent page, “Core Competencies,” there is now a subpage, “Professionalism.” Whenever your parent page is hovered over, a drop down menu will show with all your subpages.

Community Service Tracking

Students are to use the portfolio site to track community service hours accrued while in the undergraduate program. To do so, each student should follow these steps:

1. Make a “**Service Activities**” page on your SWPRO site
2. Upload a scanned copy of **Activity Verification** form (which can be found in the BSW Student Handbook, BSW Portfolio Handbook, as well as on the SWPRO homepage) for each community service event
3. Students may chose to provide pictures or a short description of the event; however, story-like information should not be posted in the Service Activities page.

Each student is held accountable for uploading these documents. This process may be utilized to award a student with the Ed Lamb Community Service award. Additionally, the Service Activities page will be used by prospective practicum sites, employers, professors, etc. If a student is actively participating in community service, it reflects positively on the student and their commitment to the values of the social work profession.

Below is a sample of what an uploaded service activity looks like.

NO CATEGORIES CORE COMPETENCIES CURRICULUM VITAE **SERVICE ACTIVITIES**

Service Activities

Value: *Service*

Ethical Principle: *Social workers’ primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above selfinterest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service) (NASW Code of Ethics, 2008).

- [La Paz de Dios Community Health Fair for Impoverished Hispanic Families in the Chattanooga area – Volunteer Translator, June 2013](#)
- [Bethel Bible Village – Volunteer Tutor, March 2013](#)

Each service activity should be hyperlinked to your Activity Service document. See the tutorial video for instructions on how to hyperlink media content.

See Appendix page 19 to view the Activity Verification form.

BSW Portfolio Presentation Expectations

BSW Capstone Presentation

What is the purpose of the BSW Capstone Presentation?

The BSW program is accredited by the Council on Social Work Education and is, consequently, based on 10 vital core competencies by which all graduating BSW majors should have a developed sense of proficiency. The BSW capstone presentation is a means by which each senior can orally share how they have demonstrated some of these competencies. Additionally, the portfolio will be a comprehensive review of the coursework and field work the student has completed that have assisted in their proficiency for all ten competencies.

Can I opt out of presenting my portfolio and still graduate?

The portfolio and Portfolio presentation are embedded pieces in the BSW curriculum and are required of all graduating BSW seniors. Additionally, the creation of the portfolio and completion of the presentation are required elements to pass SOCW 442: Integrative Seminar II, which is a required BSW core course. A student is unable to pass Integrative Seminar II (and thus graduate) without satisfying these course expectations.

How much of my grade is reflected by my portfolio representation?

See the SOCW 442: Integrative Seminar II syllabi for more information on the point value assigned for both the portfolio and portfolio presentation. It must also be emphasized that a student will not be able to pass SOCW 442: Integrative Seminar II without completing both the portfolio and portfolio presentation.

Where will I be presenting?

All portfolio presentations will occur within the School of Social Work, on the specified evening during the month of April.

Who will I be presenting with?

On the designated date, all BSW seniors will be divided at random, and will present their portfolio presentation in their assigned rooms. Each presentation will be an individual presentation but there will be multiple senior presentations that take place in each room.

How many people will be watching me present?

This may vary based on the student. However, in general, there will be 2-3 evaluators (consisting of Faculty and GAs) and whomever else the student may invite, along with the other seniors also presenting in that room.

When will I receive my grade on my portfolio and portfolio presentation?

For specific grading questions, including grading timeline, please contact the professor for SOCW 442: Integrative Seminar II.

Portfolio Presentation - Oral portion

An oral presentation will be completed on the date for all BSW Portfolio Presentations. Students must dress professionally. The entire presentation should last no longer than 15 minutes. The final phase of the oral component will consist of a three to five minute Question & Answer time period where students will respond to questions from faculty based on the content of the Portfolio, field education experience, and student's oral presentation. The content for the oral presentation should follow these guidelines:

- Student will review their field experience in relation to five of the competencies. Three of the competencies can be selected by the student, but all students must discuss their experience and competency with Research (Competency 6) and Policy (Competency 8).
- Students should NOT review all of the 10 competencies since time will not permit a proper experiential account for all. Instead, the presentation should be shared in a narrative form where the field work and course work experiences highlight the five competencies. The point is not to go down a checklist and mention experience but to share your experience and then weave in where those competencies were demonstrated and utilized.

Students may refer to the BSW Portfolio Assessment form (see pages 22-27 in the Appendix) to know how they will be assessed during the oral portion of the portfolio defense.

Portfolio Presentation Guideline & Timeline

All portfolio presentations will occur on the same evening in April, from 5:00pm- 7:30pm. Full-time and adjunct faculty along with Graduate Assistants will be available for the evaluation process and rooms will be reserved according to class size.

Ideally, two evaluators will be present (at minimum) for each portfolio presentation. The SOSW will facilitate all evaluator scheduling, along with room and student assignment.

Four weeks prior to the Portfolio Presentation Date -

- Students will complete their self-evaluation on the BSW Portfolio Checklist form (see pages 20, 21 in the Appendix).
- Integrative Seminar professor will anonymously pair students to provide an anonymous peer review.
- They will forward the portfolio link to their faculty advisor for a final review and evaluation. The faculty advisor will then return the completed evaluation to the student who will then submit it to their Integrative Seminar Professor for final approval of their presentation.

Two weeks prior to the Portfolio Presentation Date - the following must be completed.

- BSW Portfolio Assessment form (see pages 22-27 in the Appendix) is completed and ready for review by the Integrative Seminar professor. The Integrative Seminar professor will review and return with comments.

One week prior to the Portfolio Presentation Date submit final BSW Portfolio Assessment to the Eclass website for Integrative Seminar. The professor will then copy these completed assessments to be used by the evaluators on the presentation date.

Portfolio Assessment Reviews

Once the e-folio is completed the BSW student completes the E-Folio Self and Peer Review Checklist (see pages 20 and 21 in the Appendix). This checklist will help the student identify the professional appearance and depth of experience that need to be reflected in the online document. It includes a review of:

Welcome Page - which is evaluated on creativity, professionalism and the student's personal story.

Curriculum Vitae - is evaluated on professional appearance and if it is complete and exhaustive.

Practice Behaviors Presentation - evaluated on each competency which is supported by two items of evidence with at least one from field practicum. Each has a reflective rationale for significance as evidence. Student IDs should be deleted from class assignments along with any evidence that contains client information which is protected. All coursework should reflect a quality of 80% or higher. Client confidentiality can be dealt with by name deletions or name changes.

Overall Presentation - is evaluated on the variety of multi-media products, design attractiveness, creativity and professionalism, and demonstration of board evidence products and strong professional reflection of learning outcomes.

Text Edit & Proofing - will be evaluated on thoroughness of editing, grammatical soundness, spelling, punctuation and format.

Technology Proofing - evaluated on all links working and that all multi-media products function correctly.

BSW Portfolio Presentation Expectations

Competencies

For Competencies 1-9, students are expected to have a **minimum of two evidences** per competency. *The below images are just examples of how a student may choose to present the competencies. These images do not need to appear on the student portfolio, nor in the presentation.*

Core Field Competency: 1.) Identify as a professional social worker and conduct oneself accordingly.				
Practice Behaviors	Professional Behavior Self-Assessment	Evaluation Faculty and Instructors	Learning Evidenced in Coursework	Learning Evidenced in Field Practicum
	Students: Evaluate your perspective on your proficiency based on the professional behavior evaluation scale – write only the number	Faculty: Evaluate the student based on the professional behavior evaluation scale – write only the number	Students: Document what is in your portfolio from classes	Students: Document what is in your portfolio from your field work
Observe and offer feedback on client access to services.	Circle best answer 1 2 3 4 5	Circle best answer 1 2 3 4 5		
Practice personal reflection and self-correction to assure continual professional development.	1 2 3 4 5	1 2 3 4 5	Cultural Competency Paper- Integrative Seminar I	

6/7/2013 1:41 PM

1

Become aware of and demonstrate professional roles and boundaries in accordance with the NASW Code of Ethics.	1 2 3 4 5	1 2 3 4 5		Ethical Dilemma Decision Making Tree- Practicum at the Partnership
Demonstrate professional demeanor in behavior, appearance, and communication in accordance with agency policy.	1 2 3 4 5	1 2 3 4 5		

For Competency 10, students are expected to have a **minimum of three evidences**.

Core Field Competency: 10.) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.				
Practice Behaviors	Behavior	Evaluation	Learning Evidenced in	Learning Evidenced in Field
ENGAGEMENT				
Prepare for action with individuals, families, groups, organizations, and communities.	1 2 3 4 5	1 2 3 4 5	Research Proposal- Child Advocacy Project	
Use empathy and other interpersonal skills.	1 2 3 4 5	1 2 3 4 5		

ASSESSMENT				
Collect, organize, and interpret client data.	1	1		Community Needs Assessment- Practicum at Bethel Bible Village
	2	2		
	3	3		
	4	4		
	5	5		
Assess client strengths and limitations.	1	1		
	2	2		
	3	3		
	4	4		
	5	5		

Help clients resolve problems.	1	1		
	2	2		
	3	3		
	4	4		
	5	5		
Identify issues for client advocacy and mediation.	1	1		Domestic Violence Seminar
	2	2		
	3	3		
	4	4		
	5	5		

Students must have at least one evidence from their coursework and one evidence from their field practicum. Students can certainly exceed these minimums as long as the requirements have been met.

Appendix

Activity Verification Form

Students are required to complete community service activities in the BSW program. Upon completion of an activity, the student is to fill out the Activity Verification Form and have it signed by the supervising individual present. Students may choose to provide pictures or a short description of the event; however, story-like information should not be posted in the Service Activities page.

Each student is held accountable for uploading these documents to his/her BSW Portfolio (see BSW Portfolio Handbook for more information). This process may be utilized to award a student with the Ed Lamb Community Service award. Additionally, the Service Activities page will be used by prospective practicum sites, employers, professors, etc. If a student is actively participating in community service, it reflects positively on the student and their commitment to the values of the social work profession.

Date of Activity: _____

Amount of Time Spent on this Activity (in hours/minutes): _____ hrs _____ min(s)

Student Name: _____

Description of Activity: _____ Club Sponsored Activity (Community Service)
 _____ Church-affiliated Community Service
 _____ SAU-affiliated Community Service
 _____ Other

Please describe the activity:

Please provide information regarding your role in this event and the activities you were involved in (be detailed):

What social work skills and values did you use during this event?

By signing below, I attest that I have attended and participated in the activity indicated.

Signature of Student

Faculty Member Present

Please note: It is the responsibility of the student to keep an original copy of this form and submit a copy to the appropriate location, source, or individual when required.

learning outcomes									
Text Edit and Proofing --Thorough edit --Grammatically sound --Spelling checked --Punctuation correct --Format is uniform across entire e-folio									
Technology Proofing --All links work --All multi-media products function correctly									

Additional Comments:									
Advisor Name:					Date:				
Peer Reviewer Name:					Date:				

****Four weeks** prior to defense date, you must email your portfolio to your peer reviewer. The peer reviewer will then send this back to you and you can make the appointment with your faculty advisor for a final review and evaluation.

Two weeks prior to defense date”

- A. BSW Portfolio Assessment form is completed and ready for review by the Integrative Seminar professor. The Integrative Seminar professor will review and return with comments.
- B. All coursework has been successfully completed.



BSW PORTFOLIO ASSESSMENT

(Insert Portfolio URL)

Candidate: _____ **Faculty Evaluator:** _____ **Date:** _____

Professional Behavior - Evaluation Scale

1 - Unsafe Performance 2 - Beginner Performance 3 - Standard Performance 4 - Professional Performance 5 - Exceptional Performance

*Student to fill in the sections in **white**-- Faculty/Instructors to fill out the **shaded** sections during the defense.*

Competency Achievement Assessment

Core Field Competency: 1.) Identify as a professional social worker and conduct oneself accordingly.				
Practice Behaviors	Professional Behavior Self-Assessment	Evaluation Faculty and Instructors	Learning Evidenced in Coursework	Learning Evidenced in Field Practicum
	Students: Evaluate your perspective on your proficiency based on the professional behavior evaluation scale – write only the number	Faculty: Evaluate the student based on the professional behavior evaluation scale – write only the number	Students: Document what is in your portfolio from classes	Students: Document what is in your portfolio from your field work
Observe and offer feedback on client access to services.	Circle best answer 1 2 3 4 5	Circle best answer 1 2 3 4 5		
Practice personal reflection and self-correction to assure continual professional development.	1 2 3 4 5	1 2 3 4 5		
Become aware of and demonstrate professional roles and boundaries in accordance with the NASW Code of Ethics.	1 2 3 4 5	1 2 3 4 5		

Demonstrate professional demeanor in behavior, appearance, and communication in accordance with agency policy.	1 2 3 4 5	1 2 3 4 5		
Demonstrate commitment to career-long learning.	1 2 3 4 5	1 2 3 4 5		
Use supervision and consultation for personal and professional development.	1 2 3 4 5	1 2 3 4 5		
Core Field Competency: 2.) Apply social work ethical principles to guide professional practice (NASW, IFSW, IAASW)				
Practice Behaviors	Behavior Self-Assessment	Evaluation Faculty and Instructors	Learning Evidenced in Coursework	Learning Evidenced in Field Practicum
Develop a framework, using ethical considerations, for analysis of complex practice environments.	1 2 3 4 5	1 2 3 4 5		
Demonstrate autonomous ethical use-of-self and value-grounded practice.	1 2 3 4 5	1 2 3 4 5		
Demonstrate leadership in tolerance of ambiguity in resolving ethical conflicts.	1 2 3 4 5	1 2 3 4 5		
Critically analyze personal values and ethical social work principles when designing and implementing interventions across systems.	1 2 3 4 5	1 2 3 4 5		
Core Field Competency: 3.) Apply critical thinking to inform and communicate professional judgments.				
Practice Behaviors	Behavior Self-Assessment	Evaluation Faculty and Instructors	Learning Evidenced in Coursework	Learning Evidenced in Field
Identify multiple sources of knowledge relevant to client services, including research-based knowledge, and practice wisdom.	1 2 3 4 5	1 2 3 4 5		

Review models of assessment, prevention, intervention, and evaluation.	1 2 3 4 5	1 2 3 4 5		
Observe and initiate oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	1 2 3 4 5	1 2 3 4 5		
Core Field Competency: 4.) Engage diversity and difference in practice.				
Practice Behaviors	Behavior Self-Assessment	Evaluation Faculty and Instructors	Learning Evidenced in Coursework	Learning Evidenced in Field
Recognize cultural values that may oppress or enhance privilege and power.	1 2 3 4 5	1 2 3 4 5		
Become aware of and reflect on personal biases and values in working with diverse groups.	1 2 3 4 5	1 2 3 4 5		
Recognize the importance of difference in shaping life experience.	1 2 3 4 5	1 2 3 4 5		
View self as learner of various client/cultural groups.	1 2 3 4 5	1 2 3 4 5		
Core Field Competency: 5.) Advance human rights and social and economic justice.				
Practice Behaviors	Behavior Self-Assessment	Evaluation Faculty and Instructors	Learning Evidenced in Coursework	Learning Evidenced in Field
Recognize the various forms of oppression and discrimination.	1 2 3 4 5	1 2 3 4 5		
Recognize issues of human rights and social and economic justice.	1 2 3 4 5	1 2 3 4 5		
Engage in practices that advance social and economic justice.	1 2 3 4 5	1 2 3 4 5		
Core Field Competency: 6.) Engage in research-informed practice and practice-informed research.				
Practice Behaviors	Behavior Self-Assessment	Evaluation Faculty and Instructors	Learning Evidenced in Coursework	Learning Evidenced in Field

Use practice experience to inform scientific inquiry.	1 2 3 4 5	1 2 3 4 5		
Use research evidence to inform practice.	1 2 3 4 5	1 2 3 4 5		
Core Field Competency: 7.) Apply knowledge of human behavior and the social environment.				
Practice Behaviors	Professional Behavior Self-Assessment	Evaluation Faculty and Instructors	Learning Evidenced in Coursework	Learning Evidenced in Field Practicum
Identify concepts and theories of human behavior that guide the processes of assessment, intervention, and evaluation.	1 2 3 4 5	1 2 3 4 5		
Identify biological, social, cultural, psychological, and spiritual issues that promote or deter people in maintaining or achieving health and well-being.	1 2 3 4 5	1 2 3 4 5		
Core Field Competency: 8.) Engage in policy practice to advance social and economic well-being and to deliver effective social work services.				
Practice Behaviors	Professional Behavior Self-Assessment	Evaluation Faculty and Instructors	Learning Evidenced in Coursework	Learning Evidenced in Field Practicum
Identify and understand agency-specific policies that advance social well-being.	1 2 3 4 5	1 2 3 4 5		
Discuss with colleagues and clients agency-specific policies.	1 2 3 4 5	1 2 3 4 5		
Core Field Competency: 9.) Respond to contexts that shape practice.				
Practice Behaviors	Behavior Self-Assessment	Evaluation Faculty and Instructors	Learning Evidenced in Coursework	Learning Evidenced in Field Practicum
Be aware of environmental and societal trends to provide relevant service.	1 2 3 4 5	1 2 3 4 5		
Provide leadership to improve the quality of social services.	1 2 3 4 5	1 2 3 4 5		
Core Field Competency: 10.) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.				

Practice Behaviors	Behavior	Evaluation	Learning Evidenced in	Learning Evidenced in Field
ENGAGEMENT				
Prepare for action with individuals, families, groups, organizations, and communities.	1 2 3 4 5	1 2 3 4 5		
Use empathy and other interpersonal skills.	1 2 3 4 5	1 2 3 4 5		
Develop a mutually agreed-on focus of work and desired outcomes.	1 2 3 4 5	1 2 3 4 5		
ASSESSMENT				
Collect, organize, and interpret client data.	1 2 3 4 5	1 2 3 4 5		
Assess client strengths and limitations.	1 2 3 4 5	1 2 3 4 5		
Develop mutually agreed-on intervention goals and objectives	1 2 3 4 5	1 2 3 4 5		
Select appropriate intervention strategies.	1 2 3 4 5	1 2 3 4 5		
INTERVENTION				
Initiate actions to achieve organizational goals.	1 2 3 4 5	1 2 3 4 5		
Identify prevention interventions that enhance client capacities.	1 2 3 4 5	1 2 3 4 5		
Help clients resolve problems.	1 2 3 4 5	1 2 3 4 5		
Identify issues for client advocacy and mediation.	1 2 3 4 5	1 2 3 4 5		
Facilitate transitions and endings.	1 2 3 4 5	1 2 3 4 5		
EVALUATION				
Plan evaluation activities.	1 2 3 4 5	1 2 3 4 5		

E-Folio and Verbal Presentation Assessment

Elements	1 Substandard Performance	2 Beginner Performance	3 Standard Performance	4 Professional Performance	5 Exceptional Performance	Faculty Evaluation
Presentation of E-Portfolio Website	Web site is missing important pages, no clear organization and design, links not working	Some organization and design, most of the pages and links working	Adequate design and some elements of website organization	Attractive design and good website organization	Outstanding professional presentation in their website with highly organized and has appeal	
Professional Presentation	Poor use of self and unprepared for defense	Completed the defense with difficulty and marginal use of self	Completed the defense, but without being highly organized and some use of self.	Organized presentation and good use of self	Outstanding professional presentation, great professional appearance, and exceptional good use of public speaking skills	
Editing and Proofreading	Poorly edited and doesn't reflect graduate quality work	Some editing but with many errors	Generally edited, but a number of small errors exist	Good editing with very small number of errors	Materials are well-proofed and contain no obvious errors	
Presenter's Preparation	Tested technology	Organized	Flowed Smoothly	<input type="checkbox"/> Transitioned well	Comment:	
Professional Dress	<input type="checkbox"/> No	<input type="checkbox"/> Yes	Comment:			
Timeliness	<input type="checkbox"/> No	<input type="checkbox"/> Yes	Comment:			

Overall Defense Commendations/Observations:

Faculty Evaluator's Signature

Date

8/13/2013 2:25 PM

Course/Portfolio Products

Course	Products	Main Learning Plan Competency	Additional competencies addressed
<i>Intro to Social Work (SOCW 211)</i>	Code of Ethics and Values Paper	2	1, 3
	Library Research Assignment	6	1, 3
	Diversity Experience	4	1
<i>Social Welfare as an Institution (SOCW 212)</i>	Social Services Paper	1 or 3	
	Agency Project Presentation	8 or 9	1, 3
<i>Interviewing Skills (SOCW 213)</i>	Empirical Articles Project	6	1, 3
	Fifteen minute video interview/process recording	10	1, 3
	Skills & Values Paper	2	1, 3
<i>Social Work Practice I (SOCW 310)</i>	Assessment Interview Project #1	10	1, 2, 3
	Case Management Interview Project #2	10	3, 10
	Case Presentation	1	
<i>Human Behav. & Social Environment I (SOCW 311)</i>	Literature Review	6	7, 1, 2, 3
<i>Human Behav. & Social Environment II (SOCW 312)</i>	Research/Literature Review	6 or 7	1, 2, 3

	Psychosocial Assessment	7 or 10	1, 2, 4, 9
<i>Social Work Practice II (SOCW 319)</i>	Process recording of group facilitation; Program Evaluation Paper/ Presentation	10	1, 2, 3, 9
<i>Jr. Field Practicum (SOCW 391)</i>	Professionalism Assessment	1	3
<i>Social Welfare Issues & Policy (SOCW 434)</i>	Policy Brief	5 or 8	1, 3
<i>Integrative Seminar I (SOCW 441)</i>	Self-assessment	1	9
<i>Integrative Seminar II (SOCW 442)</i>	Portfolio Capstone (creation)	3	1
<i>Research Methods (SOCW 497)</i>	Qualitative & Quantitative Research Proposal; Single-Subject Design Presentation	6	3, 7, 9