Tennessee State University

Master of Social Work (TSU-MSW) Program

Portfolio Presentation Manual

TSU-MSW Program

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**Introduction to the Portfolio**

The portfolio is intended to document the professional growth and educational development of each student during their graduate education. In the TSU-MSW Program, students are challenged to establish an advanced generalist model for their practice. The portfolio is designed to evidence and evaluate the process by which each student has achieved that level of practice. The portfolio is also a reflective exercise through which students examine educational achievements and articulate the integration of theories, research, policy, ethics, and professional values learned in class and the field practicum. This reflective exercise demonstrates critical thinking and strong affective processes on the part of the student and is a necessary component of the portfolio’s development. Ultimately, the portfolio documents each student’s journey in the program and their arrival as a competent, masters-prepared social worker.

**TSU-MSW Program Mission**

The mission of the TSU-MSW Program is dedicated to the enhancement of human well-being, diversity, and social justice through developing and improving systems of public social services, especially for the vulnerable and oppressed, by offering graduate training in Social Work with a hybrid model of delivery.

**TSU-MSW Program Goals**

The goals of the program are informed by the program’s defined mission, the character of the region served, the historical black college and/or university (HBCU) experience, and the body of social work literature on the efficacy of the advanced generalist model for professional social work practice. To fulfill the above mission, the goals of the TSU-MSW program are:

1. To prepare a diverse student population for advanced generalist social work practice based on professional values and ethics to serve client systems of various sizes and types.
2. To promote the development of social policies and services to reduce the impact of poverty, oppression and discrimination.
3. To develop analytical skills and critical thinking that will encourage active participation in the development, evaluation, and improvement of social work knowledge and skills through research aimed at advancing social work practice.
4. To promote the development of a multiple theoretical orientation applicable across system sizes.
5. To provide an understanding of diversity and cultural humility with an emphasis on social/economic/environmental justice, empowerment, and improving the well-being of all people.
6. To socialize students to the profession of social work and the organizational environment through evidence-based practice.

**Advanced Generalist Social Work Practice Model**

The advanced generalist level is distinguished from the generalist level by increased complexity and range of knowledge, depth of analysis, and expertise in skills reflected in preparation for advanced practice roles. Advanced generalist practice is practice that is autonomous, focused on public social service settings, and concerned with the enhancement of human well-being, diversity, and social justice, especially for vulnerable and oppressed populations.

Advanced generalist practitioners should be able to analyze and resolve more complex ethical and value conflicts, apply empirically-based interventions to micro, mezzo, and macro practice situations, and use research methods to evaluate their own practice and to contribute to the profession’s knowledge base. Advanced generalist practitioners should be able to integrate knowledge, theories, and practice in such a way as to eventually model and instruct others in the profession.

Signature features of the advanced generalist practitioner include:

* increased knowledge of theories & models for practice with individuals/families/groups/ organizations/communities
* increased skills to address complex direct practice issues including individual/family/ group techniques
* increased awareness of the needs, potentials, and influences of systems of public social services
* increased ability to use, engage in, and analyze theoretical & practice research and evaluation
* abilities to conduct discipline and systematic eclectic practice via extrapolation, synthesis and refinement of generalist competencies
* increased skills to address complex indirect practice issues including supervision/ administration/policy practice and program evaluation
* increased capacity to build or link scarce resources in the environment
* added emphasis on client system strengths and empowerment

**Core Competencies and Practice Behaviors**

The following are the practice behaviors adopted by the TSU-MSW Program that operationalize each of the nine core competencies required by the Council on Social Work Education in accordance with the [2015 EPAS](https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx). These practice behaviors are used to guide concentration curriculum design, assess student application of advanced generalist practice, and student development of competence as an advanced generalist practitioner.

**The portfolio in the TSU-MSW Program should be seen as a demonstration of competency on the advanced generalist practice level.** The nine core competencies provide a framework for the portfolio, and the practice behaviors provide specific actions the student can use to describe how they have grown in the TSU-MSW program. Although the demonstration of a particular practice behavior is not isolated to field, they all align with those listed in the concentration learning contract to aid students in identifying how they have demonstrated these behaviors in practice. This portfolio is entirely focused on how the student has advanced their knowledge, values, skills, and cognitive/affective processes in demonstration of these competencies as an advanced generalist practitioner.

**Core Competencies and Related Practice Behaviors**

1. Demonstrate Ethical and Professional Behavior
   1. Identifies as a social work professional (this is demonstrated in the Advanced Generalist Philosophy Statement)
   2. Understands and identifies professional strengths, limitations, & challenges
   3. Effectively uses reflection, self-correction, supervision & consultation to evaluate and enhance professional practice
   4. Applies ethical decision-making skills to issues specific to advanced generalist practice
2. Engage Diversity and Difference in Practice
   1. Applies & communicates diversity & difference in advanced generalist practice
   2. Engages with and ensures participation of diverse and marginalized clients and constituencies
   3. Identifies and uses practitioner/client/constituent differences from a strengths perspective
3. Advance Human Rights and Social, Economic and Environmental Justice
   1. Uses knowledge of the effects of oppression, discrimination, and historical trauma on clients and constituents to guide planning and intervention
   2. Participates in practices that advance Social, Economic, & Environmental Justice in advanced generalist practice
4. Engage in Practice-Informed Research and Research-Informed Practice
   1. Uses research methodology to evaluate advanced generalist practice effectiveness and outcomes
   2. Participates in the generation of new knowledge through research and advanced generalist practice
5. Engage in Policy Practice
   1. Advocates to stakeholders the implications of policies and proposed change as they affect clients and constituents of advanced generalist practice
   2. Analyzes policy as it applies to the macro community, environment justice, social justice, and diversity
   3. Provides leadership in organizations and communities for effective, ethical interventions that improve the well-being of individuals, families, organizations, and communities
6. Engage with Individuals, Families, Groups, Organizations, and Communities
   1. Develops a culturally responsive relationship while engaging clients and constituents
   2. Demonstrates advanced practice engagement with an increased awareness of social justice, environmental justice
7. Assess Individuals, Families, Groups, Organizations, and Communities
   1. Identifies theoretical frameworks for assessment and planning in advanced practice
   2. Establishes a relationally based process that encourages clients and constituents to be equal participants in the establishment of goals \* objectives and select evidence-based interventions with clients & constituents
   3. Performs advanced generalist practice assessment with an increased awareness of culture, context, social justice, environmental justice, diversity, and public services to clients and constituents
   4. Selects appropriate intervention strategies based on continuous assessment of clients and constituents
8. Intervene with Individuals, Families, Groups, Organizations and Communities
   1. Critically evaluates, selects, and applies best practices and evidence-based interventions
   2. Modifies appropriate intervention strategies based on continuous assessment of clients and constituencies
   3. Collaborates with other professionals to coordinate interventions
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
   1. Evaluates the process and the outcome to develop best practice interventions for client and constituents
   2. Contributes to the theoretical knowledge based of the social work profession through practice-based research

**The Portfolio Development Process**

The portfolio is developed during the last semester of graduate studies, while students are enrolled in SOWK 6300 Empirical Social Work Practice and SOWK 6310/6320 Practicum IIA/B. Through guided lectures, class discussions, online resource materials, and process assignments in SOWK 6300, students evaluate themselves as an advanced generalist practitioner. Through the creation and implementation of the learning contract in SOWK 6310/6320, students perform observable tasks that demonstrate the core competencies aligned with the portfolio. It is in the integration of these two processes, one in SOWK 6300 and the other in SOWK 6310/6320, where students receive clarity of this growth into their capacity for advanced generalist practices.

Students begin collecting artifacts to include in the portfolio during the first semester of their program and those in Advanced Standing are encouraged to collect artifacts from their BSW program. However, the portfolio is a demonstration of advanced generalist practice evolution, therefore, artifacts collected prior to the concentration year (ie. artifacts from the foundation or BSW level) are generally used to evidence a growth process rather than a point of arrival at advanced generalist practice competency alone.

**The Portfolio Presentation Process**

The portfolio presentations will be scheduled near the end of the semester in SOWK 6300 Empirical Social Work Practice. The presentation process is divided into three sections: Presentation Portion (30 minutes), Questioning Portion (15 minutes), and Deliberation Portion (10 minutes). Each student will be assigned a day and time for their portfolio presentation during the SOWK 6300 class time.

**Presentation Portion**

The Presentation Portion is the presentation of your portfolio—the competencies and selected artifacts to demonstrate advanced generalist practice behaviors. The presentation is an opportunity for the student to demonstrate the ability to speak in an open forum about their competence. The student is expected to cover each of the advanced generalist competencies utilizing the artifacts and evidencing personal‐professional value integration, specific advanced generalist practice skills, affective processes that denote growth as a masters-prepared social worker, adherence to social work ethics, activities advancing social justice, and appreciation and approach to diversity throughout the presentation.

**Questioning Portion**

The Questioning Portion is an exercise requiring the student to respond to questions posed by the portfolio evaluation committee. Questions are based on the advanced generalist competence the student presents in the written portfolio, the student’s oral presentation, and behaviors specific to TSU‐MSW Program competencies. The student is expected to answer questions in a clear, concise way that speaks directly to the question posed. These questions are generally designed to elicit information for clarity or probe for evidence of specific practice behaviors missed in the presentation.

**Deliberation Portion**

The Deliberation Portion is time given to the members of the portfolio evaluation committee to deliberate and complete their rubric scoring. This is also a time when attendees can take a quick break and the next student prepares to begin their portfolio presentation at the scheduled time.

**Portfolio Evaluation Committee**

The portfolio evaluation committee will include:

1. SOWK 6300 professor, MSW Coordinator, or Program Director
2. MSW Advisor or other MSW faculty member
3. An MSW student from SOWK 6300
4. Field Liaison, Field Education Coordinator, or Chair
5. Advisory Board member or professional masters-prepared social worker

The Portfolio Presentation Evaluation Rubric (in Appendix) is used to evaluate your portfolio presentation. Each evaluator will complete their scoring on the rubric and submit it to the SOWK 6300 professor. Once the rubrics have been de-identified, you will receive copies of those rubrics for review.

**Portfolio Presentation Attendees**

All students in SOWK 6300 will be required to attend all portfolio presentations. Students presenting their portfolio may invite other faculty members, mentors, field instructors, students, and others to attend their portfolio presentation.

**Developing the Portfolio Content**

The written portfolio is developed in eLearn using the e-portfolio framework, then used to present the portfolio during a live presentation. Students receive instruction early in the SOWK 6300 course on how to navigate the e-portfolio system, create their written portfolios, and add artifacts.

The 10 major content areas in the written portfolio include:

1. Advanced Generalist Philosophy Statement
2. Core Competency #1 - Demonstrate Ethical and Professional Behavior.
3. Core Competency #2 - Engage Diversity and Difference in Practice.
4. Core Competency #3 - Advance Human Rights and Social, Economic, and Environmental Justice.
5. Core Competency #4 - Engage in Practice-Informed Research and Research-Informed Practice.
6. Core Competency #5 - Engage in Policy Practice.
7. Core Competency #6 - Engage with Individuals, Families, Groups, Organizations, and Communities.
8. Core Competency #7 - Assess Individuals, Families, Groups, Organizations, and Communities.
9. Core Competency #8 - Intervene with Individuals, Families, Groups, Organizations, and Communities.
10. Core Competency #9 - Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

**Written Narratives**

Content areas should be clear, concise, and thorough. The following is information about how best to compose these narratives:

1. Contemplate each competency and how you have demonstrated each practice behavior listed on the advanced generalist level.
2. Use the class discussions and exercises in SOWK 6300 to create, clarify, and refine your ideas for your narrative parts of the portfolio.
3. Be intentional. Each practice behavior can be performed on a generalist AND advanced generalist level. Consider the progressive integration of ethics, values, knowledge, skills, critical thinking, affective processes, policy, research, and theory in how you are performing practice behaviors on the advanced generalist level.
4. When describing growth in a practice behavior, tell the story of your evolution using a snapshot of where you began and how far you have come. Consider using an artifact to represent the beginning and another to represent the end. In doing this, you may also find that similar practice behaviors under the same competency are also relevant to your story. Include them too, in a single story of growth in an overarching competency area.
5. When describing how you have demonstrated a practice behavior on the advanced generalist level, use a specific example of how you have performed this behavior in an advanced way in the classroom or field. Consider using an artifact to represent either the source of advanced knowledge, skills, etc. or the application of these things on an assignment, during class time, or in the field.

**Artifacts**

Each content area of the portfolio will include a specific number of artifacts to evidence your growth in the program and competence in advanced generalist practice. The following is information about how best to use these artifacts:

1. Select artifacts carefully, based on how you want to demonstrate advanced generalist competency with each practice behavior.
2. Each content area should contain artifacts exclusively used for the specific practice behaviors. For this reason, each artifact can only be used to demonstrate competency for 1-2 practice behaviors.
3. For graded assignments, they can only be used as artifacts if you received an A or B on the assignment.
4. Use some artifacts to evidence your personal and professional growth toward advanced generalist social work competency. This is especially true when using examples in your narrative to describe your evolution with a particular practice behavior.
5. Use some artifacts to demonstrate your arrival at competency of practice behaviors on the advanced generalist practice level.
6. Be creative. Artifacts support your narrative and document your competency with a particular practice behavior. On rare occasions, less conventional artifacts can tell that story better. Be open to that.
7. Remember to provide a description of the artifact and how it evidences a specific practice behavior in the portfolio.

**Building Portfolio Content Areas**

**Advanced Generalist Philosophy Statement**

This philosophy statement describes your professional identity as an advanced generalist social work professional, which aligns with the first practice behavior under Core Competency #1 (Demonstrate Ethical and Professional Behavior). This can include a description of any of the following in building this identity:

1. Your practice through groups/organizations with whom you have affiliated, populations you have served, and/or roles you have played in relation to your established professional social work practice.
2. How you have integrated personal and professional values, ethical principles, and approaches to the helping process.
3. Your career plans as an advanced generalist practitioner, including how you will implement and evaluate practice outcomes to improve efficacy.
4. How you plan to contribute to the literature and the profession of social work.

The philosophy statement content area must include 3-5 artifacts, each with a description outlining the relevance to your philosophy statement.

Suggestions for artifacts: Memberships in professional organizations, documentation of employment or volunteer experiences, reflective papers/journals, research/articles submitted for publication, conference/agency presentations, documentation of advocacy efforts or involvement with social justice initiatives, or specific trainings completed that enhanced your practice.

Length: 350-450 words

**Core Competency #1 - Demonstrate Ethical and Professional Behavior**

The Core Competency #1 content area describes how you demonstrate ethical and professional behavior as an advanced generalist social worker. This includes a description of how you demonstrate ALL of the following:

1. Understands and identifies professional strengths, limitations, & challenges
2. Effectively uses reflection, self-correction, supervision & consultation to evaluate and enhance professional practice
3. Applies ethical decision-making skills to issues specific to advanced generalist practice

The Core Competency #1 content area must include 2-4 artifacts, each with a description outlining the relevance to your demonstration of this competency.

Suggestions for artifacts: Membership in professional organizations that have a stated code of ethics or ethical principles, an example of how you resolved an ethical conflict or dilemma in the field, reflective papers/journals, any goals/tasks completed as part of this competency section of your concentration learning contract, an example of how you used technology or supervision/consultation to advance your professional practice/judgment/outcomes, an ethics training you attended, or class assignments on ethical social work practice.

Length: 300-400 words

**Core Competency #2 - Engage Diversity and Difference in Practice**

The Core Competency #2 content area describes how you demonstrate the engagement of diversity and difference in your practice as an advanced generalist social worker. This includes a description of how you demonstrate ALL of the following:

1. Applies & communicates diversity & difference in advanced generalist practice
2. Engages with and ensures participation of diverse and marginalized clients and constituencies
3. Identifies and uses practitioner/client/constituent differences from a strengths perspective

The Core Competency #2 content area must include 2-4 artifacts, each with a description outlining the relevance to your demonstration of this competency.

Suggestions for artifacts: Reflective papers/journals, an example of work you have done with diverse clients/constituents on the micro/mezzo/macro level, any goals/tasks completed as part of this competency section of your concentration learning contract, class assignments on diversity/self-awareness/self-regulation in professional practice, an example of how you used supervision/consultation/training to identify/address a personal bias, or an example of individual/family/group/community work you have done in which the client(s) drove the process.

Length: 300-400 words

**Core Competency #3 - Advance Human Rights and Social, Economic, and Environmental Justice**

The Core Competency #3 content area describes how you demonstrate the advancement of human rights, and social/economic/environmental justice as an advanced generalist social worker. This includes a description of how you demonstrate ALL of the following:

1. Uses knowledge of the effects of oppression, discrimination, and historical trauma on clients and constituents to guide planning and intervention
2. Participates in practices that advance Social, Economic, & Environmental Justice in advanced generalist practice

The Core Competency #3 content area must include 1-3 artifacts, each with a description outlining the relevance to your demonstration of this competency.

Suggestions for artifacts: Membership in professional organizations designed to advance human rights or address a specific social/economic/environment justice issue, reflective papers/journals, an example of your participation in an advocacy or social justice event/initiative, any goals/tasks completed as part of this competency section of your concentration learning contract, class assignments on theories that explain human rights/justice issues or policies central to that topic, or an example of individual/family/group/organizational/community work you have done in which you advocated on behalf of the client(s) or empowered them to act on their own behalf.

Length: 250-350 words

**Core Competency #4 - Engage in Practice-Informed Research and Research-Informed Practice**

The Core Competency #4 content area describes how you demonstrate the use of research to inform your practice and the use of practice to inform your research as an advanced generalist social worker. This includes a description of how you demonstrate ALL of the following:

1. Uses research methodology to evaluate advanced generalist practice effectiveness and outcomes
2. Participates in the generation of new knowledge through research and advanced generalist practice

The Core Competency #4 content area must include 1-3 artifacts, each with a description outlining the relevance to your demonstration of this competency.

Suggestions for artifacts: Documentation of your use of research in your practice at your field placement, documentation of your use of practice observations to drive scientific inquiry in your field placement, an example of how you evaluate interventions in your practice, an example of how you use evaluation to improve your practice, any research or program evaluation that has been performed as part of your field placement, literature reviews or any evidence-based practice exercise, research/articles submitted for publication, any goals/tasks completed as part of this competency section of your concentration learning contract, or class assignments the require the exploration or use of information/evidence from the literature.

Length: 250-350 words

**Core Competency #5 - Engage in Policy Practice**

The Core Competency #5 content area describes how you demonstrate the engagement of policy practice as an advanced generalist social worker. This includes a description of how you demonstrate ALL of the following:

1. Advocates to stakeholders the implications of policies and proposed change as they affect clients and constituents of advanced generalist practice
2. Analyzes policy as it applies to the macro community, environment justice, social justice, and diversity
3. Provides leadership in organizations and communities for effective, ethical interventions that improve the well-being of individuals, families, organizations, and communities

The Core Competency #5 content area must include 2-4 artifacts, each with a description outlining the relevance to your demonstration of this competency.

Suggestions for artifacts: An analysis or formulation of a social policy, membership in professional organizations designed to advance human rights or address a specific social/economic/environment justice policy issue, any goals/tasks completed as part of this competency section of your concentration learning contract, class assignments integrating or analyzing theory and social policy, or an example of your participation in an advocacy or social justice event/initiative.

Length: 300-400 words

**Core Competency #6 - Engage with Individuals, Families, Groups, Organizations, and Communities**

The Core Competency #6 content area describes how you demonstrate the engagement with micro, mezzo, and macro clients as an advanced generalist social worker. This includes a description of how you demonstrate ALL of the following:

1. Develops a culturally responsive relationship while engaging clients and constituents
2. Demonstrates advanced practice engagement with an increased awareness of social justice, environmental justice

The Core Competency #6 content area must include 1-3 artifacts, each with a description outlining the relevance to your demonstration of this competency.

Suggestions for artifacts: An example of how you successfully engaged a client in service at your field placement, reflective papers/journals, an example of work you have done with diverse clients/constituents on the micro/mezzo/macro level, any goals/tasks completed as part of this competency section of your concentration learning contract, class assignments on the engagement phase of GIM, a de-identified treatment plan you created that had a strong engagement component, a completed training on engagement strategies, or a graded role play that included engagement skills.

Length: 250-350 words

**Core Competency #7 - Assess Individuals, Families, Groups, Organizations, and Communities**

The Core Competency #7 content area describes how you demonstrate the assessment of micro, mezzo, and macro clients as an advanced generalist social worker. This includes a description of how you demonstrate ALL of the following:

1. Identifies theoretical frameworks for assessment and planning in advanced practice
2. Establishes a relationally based process that encourages clients and constituents to be equal participants in the establishment of goals \* objectives and select evidence-based interventions with clients & constituents
3. Performs advanced generalist practice assessment with an increased awareness of culture, context, social justice, environmental justice, diversity, and public services to clients and constituents
4. Selects appropriate intervention strategies based on continuous assessment of clients and constituents

The Core Competency #7 content area must include 3-5 artifacts, each with a description outlining the relevance to your demonstration of this competency.

Suggestions for artifacts: An example of how you successfully assessed a client in service at your field placement, reflective papers/journals, an example of work you have done with diverse clients/constituents on the micro/mezzo/macro level, an evidence-based practice exercise in determining the best assessment tool to use for a particular assessment area, a completed and de-identified biopsychosocial-spiritual or community needs assessment, any goals/tasks completed as part of this competency section of your concentration learning contract, class assignments on the integration of theory in the assessment phase of GIM, a de-identified treatment plan you created that had a strong assessment component, a completed training on assessment, or a graded role play that included assessment skills.

Length: 350-450 words

**Core Competency #8 – Intervene with Individuals, Families, Groups, Organizations, and Communities**

The Core Competency #8 content area describes how you demonstrate the planning and implementation of interventions with micro, mezzo, and macro clients as an advanced generalist social worker. This includes a description of how you demonstrate ALL of the following:

1. Critically evaluates, selects, and applies best practices and evidence-based interventions
2. Modifies appropriate intervention strategies based on continuous assessment of clients and constituencies
3. Collaborates with other professionals to coordinate interventions

The Core Competency #8 content area must include 2-4 artifacts, each with a description outlining the relevance to your demonstration of this competency.

Suggestions for artifacts: An example of how you successfully intervened with a client in service at your field placement, reflective papers/journals, an example of work you have done with diverse clients/constituents on the micro/mezzo/macro level, an evidence-based practice exercise in determining the best intervention to use for a particular target area or goal, any goals/tasks completed as part of this competency section of your concentration learning contract, class assignments on the integration of theory in the planning intervention phase of GIM, a de-identified treatment plan you created that had a strong intervention component, a completed training on an intervention, or a graded role play that included intervention skills.

Length: 300-400 words

**Core Competency #9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

The Core Competency #9 content area describes how you demonstrate the evaluation of interventions with micro, mezzo, and macro clients and professional practice effectiveness as an advanced generalist social worker. This includes a description of how you demonstrate ALL of the following:

1. Evaluates the process and the outcome to develop best practice interventions for client and constituents
2. Contributes to the theoretical knowledge based of the social work profession through practice-based research

The Core Competency #9 content area must include 1-3 artifacts, each with a description outlining the relevance to your demonstration of this competency.

Suggestions for artifacts: An example of how you successfully evaluated a client in service at your field placement, reflective papers/journals, an example of work you have done with diverse clients/constituents on the micro/mezzo/macro level, an evidence-based practice exercise in determining the best way to evaluate intervention or practice effectiveness, any goals/tasks completed as part of this competency section of your concentration learning contract, class assignments on the integration of theory in the evaluation phase of GIM, a de-identified treatment plan you created that had a strong evaluation component, a completed practice or program evaluation at your field placement, a completed training on evaluation, or a graded role play that included evaluation skills.

Length: 250-350 words

**Oral Presentation**

Each student will be given 30 minutes to present their portfolio, followed by 15 minutes for questions from the portfolio evaluation committee. There are 10 sections in the portfolio, which means you will have an average of 3 minutes per section to present orally. That is not a lot of time and you will not be allowed to extend your presentation past 30 minutes. The following are some suggestions to make your oral presentation effective:

1. Do not read your portfolio verbatim as your oral presentation. Not only will it be boring, it will also take too long. Consider the oral presentation as the ultimate demonstration of competence on the advanced generalist practice level - create a story that represents the most salient features of your portfolio as it aligns with the rubric.
2. Consider the kind of presentation that appeals to you the most. Research the elements of effective presentations and try to duplicate those techniques in your presentation.
3. Use the exercises and class discussions in SOWK 6300 to enhance your ideas surrounding the portfolio and how it can be presented in a succinct way.
4. Prepare your oral presentation by using cue cards or the rubric as a template.
5. Practice, practice, practice. Complete multiple, timed practice presentations with and without an audience. The more you practice, the better your presentation.
6. You will be anxious. It is normal to experience anxiety when presenting. Prepare for that by practicing good sleep hygiene, proper nutrition, exercise, positive self-talk, and mindfulness/relaxation exercises.

**Student Responsibilities**

This Portfolio Presentation Manual provides each student with baseline knowledge of what is expected for the portfolio presentation. It is the student’s responsibility to read and understand all directions within this manual – if something is confusing, ask the SOWK 6300 professor for clarity.

The SOWK 6300 professor will give you certain exercises to help you focus on your growth in advanced generalist practice, provide time for class discussions, offer additional information as you build your portfolio, and deliver feedback on content areas along the way. Each student is responsible for completing the exercises, participating in class discussions, reading resource materials, and completing assigned content areas in the development of the portfolio.

It is each student’s responsibility to devote an average of 5-6 hours per week outside of class to the development of their portfolio as part of the credit hours earned for SOWK 6300. This time can include reviewing this manual, enhancing understanding of specific competencies and practice behaviors, securing artifacts, completing exercises for class, contemplating personal and professional growth in advanced generalist practice, writing drafts of the narrative portions of the portfolio, reading resource materials, actively engaging in research of the literature, building and refining the content areas in eLearn, meeting with your professor for assistance, working with the Writing Center to edit content, and preparing and practicing your oral presentation of the portfolio.

Appendix

**Portfolio Presentation Evaluation Rubric**

|  |  |  |
| --- | --- | --- |
| PRESENTER NAME | | DATE |
|  | |  |
| EVALUATOR NAME | EVALUATOR ROLE | |
|  | MSW Student MSW Coord/Empirical Faculty/PD  MSW Faculty/Advisor Field Liaison/Field Coord/Chair  Advisory Board/ProfSW | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Thorough | Considerable | Moderate | Limited | Inadequate |
| Confident and thorough in articulating how the criterion has been met, specifies advanced generalist practice concepts, strong in described growth as an advanced generalist practice social worker. | Thorough in articulating how the criterion has been met, specifies concepts but not necessarily advanced generalist practice, describes growth as an advanced generalist practice social worker. | Not particularly thorough in articulating how the criterion has been met, requires some prompting for clarity, to specify concepts, and/or describe growth as an advanced generalist practice social worker. | Does not clearly articulate how the criterion has been met, requires significant prompting for clarity, to specify concepts, and/or describe growth as an advanced generalist practice social worker. | Does not articulate how the criterion has been met and despite significant prompting, is unable to demonstrate advanced generalist practice. May describe behaviors that are inconsistent with social work values, ethics, or practices. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| For each criterion below, highlight the box to the right (0-4) that best describes your assessment of the student’s competency presented. | | Thorough | Considerable | Moderate | Limited | Inadequate |
| 1 | Demonstrate Ethical and Professional Behavior |  | | | | |
| a | Identifies as a social work professional (Adv. Gen. Philosophy Statement) | 4 | 3 | 2 | 1 | 0 |
| b | Understands and identifies professional strengths, limitations, & challenges | 4 | 3 | 2 | 1 | 0 |
| c | Effectively uses reflection, self-correction, supervision & consultation to evaluate and enhance professional practice | 4 | 3 | 2 | 1 | 0 |
| d | Applies ethical decision-making skills to issues specific to advanced generalist practice | 4 | 3 | 2 | 1 | 0 |
| 2 | Engage Diversity and Difference in Practice |  |  |  |  |  |
| a | Applies & communicates diversity & difference in advanced generalist practice | 4 | 3 | 2 | 1 | 0 |
| b | Engages with and ensures participation of diverse and marginalized clients and constituencies | 4 | 3 | 2 | 1 | 0 |
| c | Identifies and uses practitioner/client/constituent differences from a strengths perspective | 4 | 3 | 2 | 1 | 0 |
| 3 | Advance Human Rights and Social, Economic and Environmental Justice |  |  |  |  |  |
| a | Uses knowledge of the effects of oppression, discrimination, and historical trauma on clients and constituents to guide planning and intervention | 4 | 3 | 2 | 1 | 0 |
| b | Participates in practices that advance Social, Economic, & Environmental Justice in advanced generalist practice | 4 | 3 | 2 | 1 | 0 |
| 4 | Engage in Practice-Informed Research and Research-Informed Practice |  |  |  |  |  |
| a | Uses research methodology to evaluate advanced generalist practice effectiveness and outcomes | 4 | 3 | 2 | 1 | 0 |
| b | Participates in the generation of new knowledge through research and advanced generalist practice | 4 | 3 | 2 | 1 | 0 |
| 5 | Engage in Policy Practice |  |  |  |  |  |
| a | Advocates to stakeholders the implications of policies and proposed change as they affect clients and constituents of advanced generalist practice | 4 | 3 | 2 | 1 | 0 |
| b | Analyzes policy as it applies to the macro community, environment justice, social justice, and diversity | 4 | 3 | 2 | 1 | 0 |
| c | Provides leadership in organizations and communities for effective, ethical interventions that improve the well-being of individuals, families, organizations, and communities | 4 | 3 | 2 | 1 | 0 |
| 6 | Engage with Individuals, Families, Groups, Organization, and Communities | |  |  |  |  |
| a | Develops a culturally responsive relationship while engaging clients and constituents | 4 | 3 | 2 | 1 | 0 |
| b | Demonstrates advanced practice engagement with an increased awareness of social justice, environmental justice | 4 | 3 | 2 | 1 | 0 |
| 7 | Assess Individuals, Families, Groups, Organizations, and Communities | |  |  |  |  |
| a | Identifies theoretical frameworks for assessment and planning in advanced practice | 4 | 3 | 2 | 1 | 0 |
| b | Establishes a relationally based process that encourages clients and constituents to be equal participants in the establishment of goals \* objectives and select evidence-based interventions with clients & constituents | 4 | 3 | 2 | 1 | 0 |
| c | Performs advanced generalist practice assessment with an increased awareness of culture, context, social justice, environmental justice, diversity, and public services to clients and constituents | 4 | 3 | 2 | 1 | 0 |
| d | Selects appropriate intervention strategies based on continuous assessment of clients and constituents | 4 | 3 | 2 | 1 | 0 |
| 8 | Intervene with Individuals, Families, Groups, Organizations, and Communities | | | |  |  |
| a | Critically evaluates, selects, and applies best practices and evidence-based interventions | 4 | 3 | 2 | 1 | 0 |
| b | Modifies appropriate intervention strategies based on continuous assessment of clients and constituencies | 4 | 3 | 2 | 1 | 0 |
| c | Collaborates with other professionals to coordinate interventions | 4 | 3 | 2 | 1 | 0 |
| 9 | Evaluate practice with Individuals, Families, Groups, Organizations, and Communities | | | | | |
| a | Evaluates the process and the outcome to develop best practice interventions for client and constituents | 4 | 3 | 2 | 1 | 0 |
| b | Contributes to the theoretical knowledge based of the social work profession through practice-based research | 4 | 3 | 2 | 1 | 0 |