

Tennessee State University
Baccalaureate Social Work Program
Portfolio Review and Evaluation Process (PREP)

Baccalaureate Social Work Program
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INTRODUCTION TO PORTFOLIO

The portfolio is intended to document the professional growth and educational development of students during undergraduate education. Students begin to collect artifacts for inclusion in the portfolio upon formal admittance into the Social Work program. The portfolio is also a reflective exercise through which students examine educational achievements and articulate integration of theories learned in class and practice in the field practicum. This reflective exercise demonstrates critical thinking on the part of the student. The social work program also gains valuable insight into the experiences of current students and how to support intended outcomes for future students.

Social Work Program Mission Statement

The Social Work Program prepares students for entry-level professional social work practice, leadership, and service in an urban setting. The program promotes social and economic justice, the application of cultural competence, scholarly inquiry, and lifelong learning.

Mission Core Elements

The Social Work Program mission indicates seven core elements: social work practice, leadership, service in an urban setting, social and economic justice, cultural competence, scholarly inquiry, and lifelong learning. These connect directly to the social work code of ethics. These values are actively promoted and modeled within the social work department and expected to be demonstrated by our faculty, staff, students, and honored alumni. The National Association of Social Workers (NASW) Code of Ethics core values include Service, Social justice, Dignity and worth of the person, Importance of human relationships, Integrity, and Competence.

Social work practice in the program mission connects with all ethical parameters identified by the NASW Code of Ethics. The TSU social work program instructs application of those ethics across systems including micro, mezzo, macro, and exo systems and time or chrono-systems. Leadership in the program mission expresses the importance of human relationships as a function of both collaboration, influence, and behavior change through

theories of human impact. Service connects directly with the ethical parameter of service from NASW. TSU is a Carnegie designated service institution. The social work program reports service hours logged to this effort, but also explains the concept of service as a core value of the profession. Social and economic justice expands upon the foundation of social justice provided in the NASW code of ethics. The TSU social work program recognizes the challenge in urban environments to balance access, provide a voice in advocacy, as well as make ends meet and build a framework of financial literacy for wealth creation. Cultural competence connects directly with the ethical parameter of Dignity and Worth of the Person. The TSU social work program operationalizes a respect and celebration of difference through active engagement of a diverse student population, varied metropolitan community, and (through our college) opportunities for study abroad and student exchange. Scholarly inquiry relates directly to the NASW ethical parameter of Integrity. The social work program works to ensure that students ask honest questions of themselves and community leaders. Lifelong learning connects to the NASW ethical parameter of Competence. The TSU social work program expects and models competence as a continuous education in our capstone portfolio questioning as well as daily course admonition to “go beyond the text.”

Program Goals

The Tennessee State University Social Work Program goals are to:

1. Prepare students for entry-level generalist social work practice that effectively meets the human needs of individuals, families, groups, organizations, and communities in Metro Nashville and beyond (Mission Core Element 1: Social Work Practice).
2. Develop leaders in the development of the social work profession, the service delivery system, and the community across the social strata of economics, policy, culture, and technology (Mission Core Element 2: Leadership).
3. Inspire students to think, work, and serve through exposure to multiples systems of interaction, models of helping, and practice settings (Mission Core Element 3: Service).
4. Provide students with perspectives on the dynamics and consequences of human oppression and discrimination as a basis for developing strategies to promote social and economic justice (Mission Core Element 4: Social and Economic Justice).

5. Provide underrepresented students from diverse social, economic, ethnic, and cultural backgrounds with the self-awareness and sustainable options to effectively deal with the stressors of professional social work practice (Mission Core Element 5: Cultural Competence).
6. Develop analytical, critical thinking, and professional curiosity based in knowledge of the person in their social environment, changing contexts and perceptions, human behavior in organizations, and theories of social change (Mission Core Element 6: Scholarly Inquiry).
7. Prepare students to be committed to life-long learning, personal and professional value integration, and contribution to the growth of the social work profession (Mission Core Element 7: Lifelong Learning).

Social Work Program Definition of Generalist Practice

The social work program takes its definition of generalist practice from the Council on Social Work Education 2008 Educational Policy and Accreditation Standards (EPAS) document which states:

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies. (EP B2.2)

Core Competencies

The TSU social work program has adopted the ten generalist practice core competencies identified by the Council on Social Work Education.

*Competency 1 (EP 2.1): **Identify as a professional social worker and conduct oneself accordingly.*** Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

*Competency 2 (EP 2.2): **Apply social work ethical principles to guide professional practice.*** Social workers have an obligation to conduct themselves ethically and to engage in ethical

decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Competency 3 (EP 2.3): Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Competency 4 (EP 2.4): Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Competency 5 (EP 2.5): Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Competency 6 (EP 2.6): Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Competency 7 (EP 2.7): Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Competency 8 (EP 2.8): Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Competency 9 (EP 2.9): Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Competency 10 (EP 2.10 a-d): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Curriculum Location of Content by Course

The following table shows the 10 core competencies and the 41 practice behaviors in relation to each course in the social work curriculum. When a practice behavior is first introduced, it is indicated by a *, and when the practice behavior is reinforced in the curriculum it is indicated by a ■. When all of the practice behaviors in a competency have been addressed in the curriculum, the completion of the competency is indicated by a √.

Competencies & Practice Behaviors Implementation By Course

√ Competency addressed * PB introduced ■ PB reinforced

COMPETENCIES & PRACTICE BEHAVIORS	Intro	Intrv	H1	H2	P1	P2	S1	S2	R1	R2	S	F	C	
I. Professional Identity														√
1. Advocate for client access to svcs	*	*				■		■			■	■	■	
2. Personal responsibility for prof. development		*			■						■	■	■	
3. Attend to prof. roles & boundaries	*	*			■		■				■	■	■	
4. Demonstrate professional behavior	*	*			■						■	■	■	
5. Engage in career-long learning		*			■						■	■	■	
6. Use supervision & consultation	*	*				■					■	■	■	
II. Ethical Practice														√
7. Recog & manage personal values within prof. values/practice	*	*			*	■		■			■	■	■	
8. Ethical decision making NASW/IFSW/IASSW	*					■		■	■		■	■	■	
9. Tolerate ambiguity in resolving ethical conflicts			*	■		■		■	■		■	■	■	
10. Apply strategies of ethical reasoning to decisions			*	■		■			*	■	■	■	■	
III. Critical Thinking														√
11. Utilize multiple sources of knowledge	*	*	■	■	■	■	■		■	■	■	■	■	
12. Analyze models of assessment, prevention, intervention, & evaluation			*	■	■	■		■			■	■	■	
13. Demonstrate oral & written communication working with all system sizes					*	■		■			■	■	■	
IV. Diversity in Practice														
14. Recognize impact of culture's structures and values	*		*	■	■		■		■	■	■	■	■	
15. Gain self-awareness to eliminate personal biases/values		*	■					■			■	■	■	
16. Recognize/communicate understanding importance of difference in shaping experiences			*		*	■	■	■			■	■	■	
17. View self as learner & engage with systems	*	*	■				■		■	■	■	■	■	
V. Human Rights & Justice														√
18. Understand forms & mechanisms of oppression & discrimination			*	■	■	■	■		■		■	■	■	
19. Advocate for human rights & social & economic justice						■		■		■	■	■	■	
20. Engage in practices that advance social & economic justice					*	■		■		■	■	■	■	
VI. Research Based Practice														
21. Use practice experiences to inform scientific inquiry		*				■					■	■	■	
22. Use research evidence to inform practice		*			*	■	■	■	■	■	■	■	■	
VII. Human Behavior														√
23. Utilize conceptual frameworks to guide assessment/intervention/evaluation			*	■	■	■	■	■			■	■	■	
24. Critique & apply knowledge to understand person and environment			*	■	■	■		■			■	■	■	
VIII. Policy Practice														√
25. Analyze, formulate, & advocate for policies that advance social well-being					*	■		■			■	■	■	
26. Collaborate with colleagues & clients for effective policy action						*		■			■	■	■	
IX. Practice Contexts														√
27. Continually learn @ locales/populations/science/technology/trends to provide svcs	*		■	■	■		■			■	■	■	■	
28. Provide leadership in service delivery & practice to improve quality of svcs			*	■	■	■		■		■	■	■	■	
X. Engage/assess/intervene/evaluate														√
29. Substantively and affectively prepare for action with all system sizes	*	*		■	■	■		■		■	■	■	■	
30. Use empathy and other interpersonal skills		*			■	■					■	■	■	
31. Develop a mutually agreed-on focus of work and desired outcome		*			■			■			■	■	■	
32. Collect, organize & interpret client data		*			■	■				■	■	■	■	

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Portfolio Review and Evaluation Process (PREP)

COMPETENCIES & PRACTICE BEHAVIORS	Intro	Intrv	H1	H2	P1	P2	S1	S2	R1	R2	S	F	C
33. Assess client strengths & limitations		*	■		■					■	■	■	■
34. Develop mutually agreed-on intervention goals and objectives		*	■		■	■				■	■	■	■
35. Select appropriate intervention strategies			*	■	■	■				■	■	■	■
36. Initiate actions to achieve organizational goals				■	■	■		■		■	■	■	■
37. Implement prevention interventions that enhance client capacities		*			■			■			■	■	■
38. Help clients resolve problems		*			■			■			■	■	■
39. Negotiate, mediate, and advocate for clients		*			■						■	■	■
40. Facilitate transitions & endings		*			■	■					■	■	■
41. Critically analyze, monitor, & evaluate interventions		*	*		■	■			*	■	■	■	■
	Intro	Intrv	H1	H2	P1	P2	S1	S2	R1	R2	S	F	C

Columns Legend:

Intro = SOWK2010 Intro to SW	H1 = SOWK3300 HBSE I	P1 = SOWK3500 Practice I	S1 = SOWK3400 Social Welfare Policy	R1 = SOWK4800 Social Work Research I	S = SOWK4200 Field Instruction Seminar
Intrv = SOWK2100 Social Work Interviewing	H2 = SOWK3350 HBSE II	P2 = SOWK4601 Practice II	S2 = 3450 Social Policy Analysis	R2 = SOWK4850 Social Work Research II	F = SOWK4100 Field Instruction
					C = SOWK4900 Senior Seminar

Social Work (SOWK) Course Descriptions with Practice Behaviors

The following courses are required for all Social Work majors. Courses marked with an (M) are limited to Social Work majors. Each generalist practice behavior in each major course is measured by a Portfolio Product contributing to the **Capstone Portfolio Project**—the main demonstration of curricular coherence. The Portfolio Product is a most often a written term paper comprised of multiple components, each relating to identifiable practice behaviors and scored via rubric.

SOWK 2010 Introduction to Social Work (2). Introduction to the generalist perspective of social work practice and the profession of Social Work. This course will help students develop a more authentic understanding and appreciation of the profession. Students will be exposed to what social workers do and the importance of considering the environmental context that surrounds all decisions. **Portfolio Product: Volunteer Experience Reflection. Practice Behaviors: 1,3,4,6,7,8,11,14,17,27,29.**

SOWK 2100 Social Work Interviewing Skills (3). Introduction to Social Work generic interviewing skills, essential facilitative qualities, and professional integrity. Emphasis on working with

culturally and psychologically diverse, and oppressed client systems. Prerequisite: SOWK 2010.

Portfolio Product: Script Project. Practice

Behaviors:1.2.3.4.5.6.7.11.15.17.21.22.29.30.31.32.33.34.37.38.39.40.41.

(M) SOWK 3300 Human Behavior and the Social Environment I (3). A bio-psychosocial examination of human beings from conception through old age and death. The focus is on humans as systems and the person – environment fit. Prerequisites: SOWK 2010, 2100, PSYC 2010. Co-requisite: PSYC 3510. Enrollment limited to Social Work majors only. **Portfolio**

Product: Change Self Project. Practice Behaviors:

9,10,11,12,14,15,16,17,18,23,24,27,28,33,34,35,41.

(M) SOWK 3350 Human Behavior and the Social Environment II (3). A description and analytical examination of families, groups, communities and organizations as they affect and are affected by the social environment. Prerequisite: SOWK 3300. Enrollment limited to Social Work majors only. **Portfolio Product: Principled Leadership Project. Practice Behaviors:**

9,10,11,12,14,18,23,24,27,28,29,35,36.

(M) SOWK 3400 Social Welfare Policy (3). Examination of the historical development of the social welfare system and the establishment and evolution of social welfare policies, practices and programs from 1500 to the present. Offered fall semester only. Prerequisites: SOWK 2010, HIST 2010 & 2020, PHIL 1030, and ECON 2010. Enrollment limited to Social Work majors only. **Portfolio Product: Social Welfare History Project. Practice Behaviors:**

3,11,14,16,17,18,22,23,24,25,26,28.

(M) SOWK 3450 Social Welfare Policy Analysis (3). A critical analysis of contemporary social policies and programs for social work practitioners. Emphasis is on developing and using a practical method for analyzing and interpreting current programs and policies directed at meeting human needs. Prerequisite: SOWK 3400, ECON 2010. Offered spring semester only. Enrollment limited to Social Work majors only. **Portfolio Product: Policy Change Project. Practice Behaviors: 1,7,8,9,12,13,15,16,19,20,22,23,24,25, 26,28,29, 31,36,37,38.**

Practice Behaviors: 1,7,8,9,12,13,15,16,19,20,22,23,24,25, 26,28,29, 31,36,37,38.

(M) SOWK 3500 Social Work Practice I (3). Provide a comprehensive study to the general problem-solving method used in generalist social work practice with client systems of various sizes including individuals, families, groups, communities, and organizations. Prerequisites: SOWK 2010, 2100, 3300, PSYC 3510. Co-requisites: SOWK 3350. Enrollment limited to Social Work majors only. **Portfolio Product: Case Intervention Project. Practice Behaviors:**

2,3,4,5,7,11,12,13,14,16,18,20,22,23,24,25,27,28,29,30, 31,32,33,34,35,36,37,38,39,40,41.

(M) SOWK 4601 Social Work Practice II (3). Systematic use of the generalist perspective of social work practice and experiential use in working with groups, communities, and organizations from diverse populations, using the NASW Code of Ethics in social work methods of intervention. This course is a continuation of practice sequence initiated in SOWK 3500. Prerequisite: SOWK 3500 Enrollment limited to Social Work majors only. **Portfolio Product:**

Portfolio Product:

Community Intervention Project. Practice Behaviors:**1,6,7,8,9,10,11,12,13,16,18,19,20,21,22,23,24,25,26,28,29,30,32,34,35,36,40,41.**

(M) SOWK 4800 Social Work Research I (3). The rationale, principles, ethics, goals, methods, and techniques of the scientific research process in social work. Offered Fall semester only. Prerequisites: SOWK 3500, MATH 1110, SOCI 3000, and BIOL 1010 & 1020. Enrollment limited to Social Work majors only. **Portfolio Product: Social Research Proposal. Practice Behaviors: 8,9,10,11,14,17,18,22,41.**

(M) SOWK 4850 Social Work Research II (2). The development and implementation of a practice-related research design. Emphasis is on data collection, data analysis, and reporting of data collected in field placement. Prerequisite: SOWK 4800. Co-requisites: SOWK 4100, 4200. Enrollment limited to Social Work majors only. **Portfolio Product: Social Research Project. Practice Behaviors: 10,11,14,17,19,20,22,27,28,29,32,33,34,35,36,41.**

(M) SOWK 4100 Field Instruction (8). Field instruction is a course designed to provide the student with the opportunity to apply and integrate academic content and to develop skills that meet the requirements for entry-level professional social work practice. Supervision in the field is provided by a qualified practitioner committed to undergraduate social work education. Students are required to spend a minimum of 450 clock hours in an educationally oriented field practicum. Seniors are admitted after the completion of a formal admission process, including recommendation by the student's advisor. Prerequisites: completion of general education core, SOWK 2010, 2100, 3300, 3350, 3400, 3450, 3500, 4600, 4800, SOCI 3000. Co-requisites: SOWK 4850, 4200. Enrollment limited to senior Social Work majors only. **Portfolio Product: Field Activity Reflections. Practice Behaviors: All 1-41.**

(M) SOWK 4200 Field Instruction Seminar (3). A course to give students in field instruction an opportunity to discuss and share agency experiences and to relate social work theory to direct field practice. Discussion in the Seminar moves from the level of personal experiences to abstraction. Co-requisites: SOWK 3850, 4100. Enrollment limited to Social Work majors only. **Portfolio Product: Capstone Portfolio Presentation. Practice Behaviors: All 1-41.**

(M) SOWK 4900 Senior Seminar in Social Work (1). A course designed to: (1) initiate areas of interest through discussion; (2) emphasize new trends and contributions to the field; and (3) familiarize students with the various examinations and other techniques for gaining employment and admission to graduate school. Offered in spring semester only. Co-requisite: SOWK 4100, 4200, 4850. Enrollment limited to Social Work majors only. **Portfolio Product: Senior Requirements Project. Practice Behaviors: All 1-41.**

STUDENT RESPONSIBILITIES

1. Meet with your Academic Advisor to discuss the portfolio contents.
2. Compose Statements of Competence for each of the 10 competencies identified by the social work program.
3. Organize a minimum of one (1) and a maximum of three (3) artifacts that demonstrate or provide evidence of your professional competence for each of the 10 competencies identified by the social work program.
 - a. Each competency should be identified in the portfolio with a divider.
 - b. Each competency section will have a 1-page statement of competence.
 - i. Identify the competency.
 - ii. List the artifacts that are included.
 - iii. Explain how artifacts presented represent evidence that the student has achieved the identified competence.
4. Along with your Academic Advisor complete the **Portfolio Development Rubric** and sign approval of the completed portfolio by the date identified below.
5. Have your Field Instructor complete the **Practice Behaviors Evaluation Rubric** by the date listed below.
6. Attend the portfolio defense promptly bringing along 1 printed copy of the portfolio.
7. Submit contents of the portfolio to your advisor, liberal arts reviewer, and the field seminar professor according to the following scheduled due dates:

Scheduled Due Dates

FALL	SPRING	ITEM DUE
4th Friday in September	4th Friday in February	Philosophy, Artifacts & Statements of Competence Due
3rd Friday in October	3rd Friday in March	Field Seminar Assignments Due
2nd Friday in November	2nd Friday in April	Portfolio Development Rubric & Practice Behaviors Evaluation Rubric
November Schedule	April Schedule	Defense Scheduled

PORTFOLIO CONTENTS (up to 20 pages)

Use a loose-leaf binder with dividers clearly identifying each section of the portfolio. The materials (not counting artifacts) should not exceed 20 pages. Materials should follow the following content guidelines:

- A. Statement of Philosophy
Demonstrating Personal/Professional Value Integration (1 page)
- B. Statements of Competence in Each of 10 areas (1 page each). **List Artifacts and a rationale for each artifact within this page. A rationale on separate pages is NOT required.**
 - 1. Identify as a professional social worker and conduct one-self accordingly.
 - 2. Apply social work ethical principles to guide professional practice
 - 3. Apply critical thinking to inform and communicate professional judgments.
 - 4. Engage diversity and difference in practice.
 - 5. Advance human rights and social and economic justice.
 - 6. Engage in research-informed practice and practice-informed research.
 - 7. Apply knowledge of human behavior and the social environment
 - 8. 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, and evaluate with individuals, families, groups, organizations, and communities.
- C. Assignments from Field Education Seminar (up to 5 pages)
- D. Portfolio Development Rubric
- E. Practice Behaviors Evaluation Rubric
- F. Artifacts ...Collect items (papers, certificates, etc.) for each of the competencies. A suitable artifact will demonstrate that you are competent in the knowledge, skills, and values reflected by the competency. Note that artifacts do NOT count in the 20 page limit for the total portfolio.

THINGS TO INCLUDE AS ARTIFACTS

Complete projects completed for classes
 Certificates of Achievement
 Certifications (Including Applications for certifications)
 Licenses (Including Applications for license)
 News Clippings
 Recommendations or Commendations
 Evaluations of Your Work

THINGS NOT TO INCLUDE

Personal Photos
 Video/Audio Tapes

WHAT TO SUBMIT TO THE DEPARTMENT

1 Printed copy of the Portfolio

PORTFOLIO CONTENTS IN DETAIL

Statement of Philosophy

Statement of Philosophy demonstrating Personal/Professional Value Integration (1 page)
Social Work Practice is infused with certain values: service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. Describe how you will maintain and develop these values throughout your career. Be sure to indicate the intersection between your personal values and professional values demonstrated in the context of you handle stress, lifelong learning, personality conflicts, ethical dilemmas, and policy formulation. Other information may include:

- My Consideration of System Levels (micro, mezzo, macro) you may work in.
- How I Plan to Implement and Evaluate my career
- How I Plan to Contribute to the Literature and Professional Social Work

Statements of Competence in Each of 10 areas (1 page each)

Describe your approach, commitment, and expertise in each of the following:

1. Identify as a professional social worker and conduct one-self accordingly.
2. Apply social work ethical principles to guide professional practice
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment
8. 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, and evaluate with individuals, families, groups, organizations, and communities.

COMPETENCY 1:**1. IDENTIFY AS A PROFESSIONAL SOCIAL WORKER AND CONDUCT ONE-SELF ACCORDINGLY.**

In the social work program Self-Efficacy Expectations appear in every syllabus, the student handbook, and the field manual. Students are introduced to the abilities in orientation and SOWK2010, held accountable to the abilities in each course as a set of expectations, evaluated on the abilities in the field learning plan and the portfolio self-assessment rubric. Describe your adherence to professionalism in the context of the social work profession.

Example of Statement of Competence and Rationale:

My growth over the last 3 years is best summed up in my approach to my own learning, my self-awareness, and my ability to proactively handle stress. I will provide evidence of each of these in the following paragraphs and articulate how these three self-efficacy expectations are my foundation for expression of the complete list of expectations and my own values...

Artifact #1: I have included an essay I wrote while enrolled in the SOWK2100 course. The paper describes my journey to selecting social work as my chosen profession.

Generalist Practice Behaviors

C1. Identify as a professional social worker and conduct oneself accordingly.

Practice Behaviors:

1. advocate for client access to the services of social work
2. practice personal reflection and self-correction to assure continual professional development
3. attend to professional roles and boundaries
4. demonstrate professional demeanor in behavior, appearance, and communication
5. engage in career-long learning
6. use supervision and consultation

COMPETENCY 2:**2. APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE**

Ethical social work practice is defined as principle-based behaviors. It is important for every social worker to be clear what principles form the basis of his/her practice. It is also important for the values extending from principles to be integrated personally and professionally—sometimes referred to as personal and professional value integration. Culturally competent practice refers to an appreciation of human diversity and difference expressed as ethnic, perspective, background, context or other differences. Appreciation is a recognition that each individual has worth and value. The social work Code of Ethics expresses these concepts. How would you describe your acceptance and celebration of the code of ethics including acceptance of the following core ethical principles: service, dignity and worth of the person, importance of human relationships, integrity, social justice, and competence?

Example:

My personal and professional values are harmonious. As an individual and as a social worker, I value people recognizing what each person uniquely offers in a social context. I am committed to a life of service, which motivates me to be healthy and balanced in my own life, so that I may be a better help to others. I promote social justice both for my individual clients but also in my political and larger societal interactions. I demonstrate my competence by focusing my career interests on refugee populations in program development, best practices in family interventions, and negotiation of cultural competence between refugees and their new communities.

Artifact #1: I included a paper entitled Who is Franklin Johnson: It is Me from SOWK2010. The paper describes my integration of personal and professional values in the context of my experiences.

Generalist Practice Behaviors	
C2.	Apply social work ethical principles to guide professional practice. <i>Practice Behaviors:</i>
	7. recognize and manage personal values in a way that allows professional values to guide practice
	8. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
	9. tolerate ambiguity in resolving ethical conflicts
	10. apply strategies of ethical reasoning to arrive at principles decisions

COMPETENCY 3:**3. APPLY CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS.**

What experiences have you developed in actual practice settings? What cultural competencies have you developed? How do those experiences utilize the arts, humanities, social sciences, natural sciences, and mathematics training you received at TSU? What examples do you have of your own growth and development in integrating liberal arts into your social work practice?

Example:

Liberal arts education has expanded my view of the world in which I live. My most influential experiences have come from my own challenge in mathematics. I realized the foreboding and uncertainty that clients may feel as they enter a social service agency needing help. In my field experience, I drew on that experience to engage with my clients with authenticity. My general education in the arts motivated me to listen to many types of music and to see films that I would not have normally screened. Because of this experience, I was able to connect with clients and share the common experience of having screened a film as a beginning step toward building rapport...

Artifact #1: To demonstrate my capacity to think, work, and serve, I included my certificate of participation for each year in the campus-wide service day.

Artifact #2: I included my project from ENGL3107 to illustrate my writing flexibility.

Generalist Practice Behaviors

- | |
|--|
| <p>C3. Apply critical thinking to inform and communicate professional judgments</p> <p><i>Practice Behaviors:</i></p> <ol style="list-style-type: none"> 7. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom 8. analyze models of assessment, prevention, intervention, and evaluation 9. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues |
|--|

COMPETENCY 4:

4. ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE.

A learning orientation to clients is critical to success in diverse environments. Even with the rigor and expansiveness of the education provided by university programs, students will find new issues, experiences, and perspectives that were not covered in the curriculum. Clients are the best source of this continued learning. What are your techniques for ensuring that you are hearing what the client is saying?

Example:

I must admit, I was that student that felt that I knew what was best for the client. I completed papers in SOWK2010 and SOWK2100 in which I described my biases and worked to move beyond them. I did reach a point where I was able to utilize my biases to motivate an interest in my clients.

My real appreciation of difference and my adoption of a learning orientation did not occur until my field experience. I suggested that a child who was chronically late for school needs a schedule. I went to an office supply store and purchased a whiteboard. I taped off the days of the week and bought markers. I excitedly presented my work to the grandmother. She looked at me questioningly for a moment. She then went to the front closet and pulled out a similar whiteboard schedule that the previous social worker had attempted to implement. I had not listened to my client. I found out that his reason for not sleeping was that his 15 year old cousin, with whom he shared a room, was inviting girls through the window during the early morning hours.

Artifact #1: I have included my paper on bias written for SOWK2100.

Generalist Practice Behaviors	
C4.	Engage diversity and difference in practice <i>Practice Behaviors:</i>
	7. recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
	8. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
	9. recognize and communicate their understanding of the importance of difference in shaping life experiences
	10. view themselves as learners and engage those with whom they work as informants

COMPETENCY 5:**5. ADVANCE HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE.**

Many methods exist to advance social and economic justice. Competence in this area will include an ability to address the mechanisms of oppression and discrimination. What have you learned that may be used in advancing human rights and justice?

Example:

I was fortunate to encounter a professor who described oppression as a denial of access. This coincided with my own thoughts developed in courses like PHIL1030 and SOWK3601. My current thoughts have expanded those ideas into an intervention based on the Hegelian Dialectic. This model of interaction begins with a thesis, describing a position on a challenge or issue. Next, the antithesis is presented. This is a counterpoint to the thesis. Lastly, the synthesis is presented—an integration or explanation that resolves the conflict between the two positions. I used this approach in my field placement while advocating for my juvenile client in a report to the judge. The juvenile was placed in an alternative school instead of detention facility.

Artifact #1: I have included an analysis of this interaction with the judge prepared for SOWK4900. This analysis details my approach and articulates my competence in advancing human rights.

Generalist Practice Behaviors

C5. Advance human rights and social and economic justice

Practice Behaviors:

7. understand the forms and mechanisms of oppression and discrimination
8. advocate for human rights and social and economic justice
9. engage in practices that advance social and economic justice

COMPETENCY 6:**6. ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH.**

Research refers to the techniques of inquiry that support evidence-based practice. Be sure to include descriptions of work you have done that demonstrate your ability to collect best practices, create grounded theory, conduct experiments, and evaluate practice. How will you utilize research in your practice?

Example:

Research is a necessary tool for ensuring the highest level of service to clients. I had the opportunity to work on both the qualitative side and the quantitative side of research with client populations. In my internship, I conducted a Narrative Research study on the reactions women have to the birth of their own children. I found the development of questions based on a thorough review of literature and the actual interviews with women to be a rewarding example of how research impacts the development of theories and best practices. The quantitative research was connected to the qualitative. I supervised the research team that took the information gathered in the interviews and developed an interactive DVD for post-partum mothers and supportive others. We measured intensity of post-partum reaction using a control-group method tracking 40 mothers over a 14 month period. Our data was reported to hospitals and birthing centers in the region and may enhance the pre-natal and post-natal support that mothers receive...

Artifact #1: I included my research project. I worked on this project for 3 years as I developed skills in different courses. It showcases my abilities with statistics (SOCI3000), my abilities in consuming research (SOWK4800), and my ability to report research (SOWK4850).

Generalist Practice Behaviors	
C6.	Engage in research-informed practice and practice-informed research <i>Practice Behaviors:</i>
	7. use practice experience to inform scientific inquiry
	8. use research evidence to inform practice

COMPETENCY 7:**7. APPLY KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT**

Human Behavior in the Social Environment (HBSE) is a fundamental construct in social work undergirding assessment and intervention with individuals, families, groups, organizations, and communities. HBSE discusses two major theoretical frameworks, Ecological Systems Perspective and Person-in-Environment (PIE) perspective. What theories inform your practice?

Example:

A Person-in-Environment (PIE) perspective enables me to approach each client situation as an active participant in the process of change. For example, during my internship, I worked with elderly clientele. I recognized that many were in a stage of life trying to decide what they had to offer to the world. I approached each client from Erickson's Generativity versus Despair, recognizing that optimal mental health in this stage may result from opportunity to "give something" back or "be useful." I started a voter registration drive and signed up almost all the residents and a few staff. An evaluation of the activity revealed that many of the residents felt a renewed sense of purpose and connection to the events shaping their world. I typically favor life-span approaches rather than stage theories, but a well-rounded knowledge of HBSE gave me some options and the insight into a novel idea.

Artifact #1: I included my poster presentation from SOWK3500 to illustrate my use of conceptual frameworks in practice with communities. The project showcases my use of demographics, asset-mapping techniques, and use of the GIM.

Generalist Practice Behaviors

C7. Apply knowledge of human behavior and the social environment

Practice Behaviors:

23. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation

24. critique and apply knowledge to understand person and environment

COMPETENCY 8:**8. ENGAGE IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL-BEING AND TO DELIVER EFFECTIVE SOCIAL WORK SERVICES.**

Describe work you have done that demonstrates your ability to analyze policies and programs including funding, historical analysis, impact, policy formulation, and social advocacy. What is your approach to social policy analysis and creation?

Example:

My experience with policy is most evident in my work as social coordinator for the social work club. I led a group of 4 other students to coordinate two annual events, one in research and another in recreation. In addition to this, I worked as a legislative aid in the Nashville statehouse. My work there gave me a sense of the importance of the voice of individual citizens and professionals in keeping legislators informed.

Artifact #1: I included my policy group presentation presented at the Hollace Brooks Symposium. The project received critical acclaim within the department and was selected to be presented at the annual Social Work Day on the Hill. In this competition, my group received 2nd place honors.

Generalist Practice Behaviors

C8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Practice Behaviors:

- 23. analyze, formulate, and advocate for policies that advance social well-being
- 24. collaborate with colleagues and clients for effective policy action

COMPETENCY 9:

9. RESPOND TO CONTEXTS THAT SHAPE PRACTICE.

Changing locales, populations, scientific and technological developments, and emerging societal trends require a continuous discovery and appraisal of relevant services with the goal of improving service to clients in multiple contexts and at various systems levels. Social workers must gain knowledge, but also an approach to leadership that leverages the resources needed to address current challenges. What is your approach to leadership and resource development?

Example:

I gained a great deal of experience throughout my matriculation by participating in service learning opportunities sponsored by the university and the social work club. In addition, my field experience crystalized the connection between my classroom learning, my service learning, and my professional practice. My field instructor provided a window into the changes that were affecting the agency even as we worked to maintain quality of service and funding.

Artifact #1: I included my paper on service written for SOWK3500 to describe the integration of service in the community.

Artifact #2: I included my group project from SOWK4601 to showcase my leadership outcomes. I was the team leader on this project. I coordinated the efforts of 4 others in developing this project. The project was presented to the Mid-TN United Way.

Generalist Practice Behaviors	
C9.	<p>Respond to context that shape practice.</p> <p><i>Practice Behaviors:</i></p> <p>23. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</p> <p>24. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</p>

COMPETENCY 10:**10. ENGAGE, ASSESS, INTERVENE, AND EVALUATE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.**

Whether at the micro or macro level, practice in social work is characterized by individual and social change. Describe work you have done to implement and develop your casework practice. How will you uniquely implement the GIM?

Example:

I am committed to develop my assessment and intervention skills while challenging conventional understandings of social work practice. With a basis in a comprehensive review of literature, I developed an approach to casework with inner-city youth ages 10-14 that engaged them in writing lyrics to music I provided them. I implemented a clear methodology and cleared it with my internship supervisor. I gave the students an example of the activity and set them to task. Prior to this music-based intervention, I was getting nowhere with these kids. After implementing the intervention, I made significant progress with each of the kids both in rapport building and adherence to center policy. This intervention has promise for situations where younger clients do not trust easily, but have an affinity to music.

Artifact #1: I included the music intervention curriculum I developed to illustrate my competence.

Generalist Practice Behaviors	
C10.	Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
	<i>Practice Behaviors:</i>
	Engagement
	23. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
	24. use empathy and other interpersonal skills
	25. develop a mutually agreed-on focus of work and desired outcomes
	Assessment
	26. collect, organize, and interpret client data
	27. assess client strengths and limitations
	28. develop mutually agreed-on intervention goals and objectives
	29. select appropriate intervention strategies
	Intervention
	30. initiate actions to achieve organizational goals
	31. implement prevention interventions that enhance client capacities
	32. help clients resolve problems
	33. negotiate, mediate, and advocate for clients
	34. facilitate transitions and endings
	Evaluation
	35. critically analyze, monitor, and evaluate interventions

PORTFOLIO PRESENTATION

The Portfolio defense will be scheduled for one (1) hour designated near the end of the semester of the student's graduation. The defense is divided into three sections: Presentation Portion (15 minutes), Questioning Portion (15 minutes), and Deliberation Portion (30 minutes).

Presentation Portion

The Presentation Portion will begin with your presentation of your portfolio—the competencies and selected artifacts. The presentation is an opportunity for the candidate to demonstrate the ability to speak in an open forum about her competence. The candidate is expected to cover each of the competencies utilizing the artifacts and evidencing personal-professional value integration, adherence to social work ethics, and appreciation and approach to diversity throughout the presentation.

Questioning Portion

Questioning Portion is an exercise requiring the candidate to respond to questions posed by the attending faculty, and, at the discretion of the Academic Advisor, other attending academic and professional individuals. Questions are based on the specific competence the candidate presents in the portfolio, the candidate's oral presentation, concepts specific to TSU-SW program competencies, and social casework specifically in an urban setting. The candidate is expected to respond with verifiable citations from literature germane to his/her competency and practice area as well as evidence from the portfolio.

Deliberation Portion

The deliberation portion allows assigned reviewer to each complete the Social Work Competency Evaluation Rubric. The candidate receives verbal feedback from the faculty concerning strengths, weaknesses, and reflections related to the student's performance during the portfolio defense and growth throughout the program. The experience is meant to provide encouragement and guidance to the graduating student concerning criterion evaluated during the portfolio defense.

Attendees

The portfolio defense evaluation committee will include the seminar instructor, academic advisor, one (1) liberal arts faculty member, two (2) SOWK4900 students. Students may invite other faculty, mentors, field instructors, students, and others.

APPENDICES

PORTFOLIO DEVELOPMENT RUBRIC

SOCIAL WORK COMPETENCY EVALUATION RUBRIC

PREPARATION FOR THE DEFENSE RUBRIC

PORTFOLIO EVALUATION RUBRIC

PORTFOLIO DEVELOPMENT RUBRIC

2011-02-23

PORTFOLIO DEVELOPMENT RUBRIC

STUDENT NAME	DATE

ARTIFACT DEVELOPMENT

CRITERION	HIGH	MODERATE	LOW
Rationale	Rationale answers what is it? What does the artifact say about your growth? What has changed since the artifact? Why is it filed under the standard it is under?	Rationale answers less than 4 critical questions.	Rationale lacks reflectiveness.
Writing	99% of artifacts are original work, correctly spelled, grammatically correct, free of whiteout or erasures, typed, consistent formatting.	90% of artifacts have at least three of 6 critical components of professionalism.	Less than 90% of artifacts have at least three of 6 critical components of professionalism.
Selectiveness	3-5 current artifacts are chosen to demonstrate each organizing standard.	Less than 2 or more than 5 artifacts are included for each organizing standard.	Artifacts are missing for some organizing standards or artifacts are more than 3 years old.

INCLUSIONS

- Statement of Philosophy Completed
- Field Seminar Assignments Completed
- Statements of Competence & Rationale Completed
- Practice Behaviors Evaluation Rubric Submitted

CHECK ON SUBMISSIONS

- Senior Standing Forms Submitted
- Exit Survey Submitted

SIGNATURES

Advisor Signature & Print _____
Date

Seminar Instructor Signature & Print _____
Date

2015-03-12

Portfolio Review and Evaluation Process (PREP)

SOCIAL WORK COMPETENCY EVALUATION RUBRIC

Page 1 of 1

2011-02-23

SOCIAL WORK COMPETENCY EVALUATION RUBRIC

PRESENTER NAME		DATE
OBSERVER NAME	OBSERVER ROLE	
	<input type="checkbox"/> Social Work Faculty <input type="checkbox"/> Student <input type="checkbox"/> Advisor <input type="checkbox"/> Liberal Arts Faculty	

Thorough	Considerable	Moderate	Limited	Inadequate
Confident presentation identifying concepts articulating application of learning.	Timid, but autonomous presentation of concepts and application of learning.	Presentation of concepts and application of learning with prompting.	Requires leading and outlining in order to articulate concepts and application of learning.	Knowledge, value, and skills are expressed in unsupported contradiction to social work ethics.

For each criterion in the rubric, check the box that best describes your assessment of the student.

	Thorough	Considerable	Moderate	Limited	Inadequate
Identify as a professional social worker and conduct one-self accordingly.	4	3	2	1	0
Apply social work ethical principles to guide professional practice.	4	3	2	1	0
Apply critical thinking to inform and communicate professional judgments.	4	3	2	1	0
Engage diversity and difference in practice.	4	3	2	1	0
Advance human rights and social and economic justice.	4	3	2	1	0
Engage in research-informed practice and practice-informed research.	4	3	2	1	0
Apply knowledge of human behavior and the social environment	4	3	2	1	0
Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	4	3	2	1	0
Respond to contexts that shape practice.	4	3	2	1	0
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	4	3	2	1	0

PREPARATION FOR THE DEFENSE RUBRIC

Page 1 of 2

2009-01-12-A

PREPARATION FOR THE DEFENSE RUBRIC

Student Name	Date	Observer Name & Signature

For each criterion in the rubric, circle the box that best describes your assessment of the student.

PRESENTATION CRITERIA

CRITERION	HIGH	MODERATE	LOW
Knowledge Base	Discusses appropriate knowledge taking account of differing ideologies and methodologies for effecting change.	Identifies appropriate knowledge with minor exploration of differing opinions and theories.	Dualistically expresses ideals and methods causing the observer to chose between two options.
Evidence	According to outline the presentation is organized, systematic, coherent and complete making use of anecdotes, visuals, and other attention maintenance aids.	Systematic and coherent presentation utilizing handouts or prior produced materials.	Exposition of related content appropriate to the assignment.
Ethics	A position that includes attention to at least three levels of ecology (individuals, groups, social classes, etc.) impacted by any proposed changes.	A position that includes attention to at least two levels of ecology (individuals, groups, social classes, etc.) impacted by any proposed changes.	Stated position that overlooks two or more levels of ecology (individual, group, or social class, etc.) affected by the proposed changes.
Comportment	Measured communication within stated time limits that leads to and points out conclusions.	Communication that includes related elements and evidence to support a single conclusion.	Proper professional dress and clear, appropriately structured communication for age, profession, etc. Free from unexplained jargon.
Knowledge Skill	Identifiable ability to respond to questions systematically with verifiable information from recognized scholarly sources.	Ability to respond to questions using reputable sources as corroboration for answers given.	Ability to respond to questions using logical inferences from available, commonly known data.

2009-01-12-A

PREPARATION FOR THE DEFENSE RUBRIC

CONTENT CRITERIA

CRITERION	HIGH	MODERATE	LOW
Progression	Discusses the development of ability across a 4 to 5 year time span.	Distinguishes between introductory, reinforcing, and extending knowledge in social work generalist education.	States how grades reflect or misrepresent the extent of individual learning.
Self-Efficacy	Expresses ability to Apply Problem Solving & Critical Thinking Skills, and Demonstrate Self-Awareness Manage Personal Stress as well as the other efficacy traits.	Expresses ability to Utilize Constructive Feedback with Efficacy, and Demonstrate a Commitment to Learning as well as the other efficacy traits.	Expresses ability to Identify as a professional social worker, Communicate Effectively with Cultural Competence, Utilize Time and Resources with Efficacy, and Exemplify Ethical Conduct.
Life-long Learning	Expresses a plan for continued learning that includes research, speaking and publishing.	Expresses a plan that includes public speaking.	Expresses a plan that includes individual research.
Field as Signature	Articulates the function of coursework, field practicum, and collegial interaction in the integration of theory and practice.	Articulates the function of coursework, field practicum, and collegial interaction in the development of competency.	Misses one or more important functions in the development of competency.
Integration	Evidences integration and value statement for each GE core: communication, humanities/fine arts, social and behavioral sciences, natural sciences, history, and mathematics.	Evidences integration and value statement for at least 3 of the 7 GE core	Neglects integration and/or value statement for at least 3 of the 7 GE core.

2015-03-12

Portfolio Review and Evaluation Process (PREP)

PORTFOLIO EVALUATION RUBRIC

Page 1 of 2

2015-03-10

PORTFOLIO EVALUATION RUBRIC

Thorough	Considerable	Moderate	Limited	Inadequate
Identification of concepts, articulation of process, and application examples.	Complete identification and articulation of process while missing examples.	Complete identification without articulation or application.	Incomplete identification while articulating process or application examples.	Poor effort not achieving identification, articulation, or application.

STUDENT _____ Date _____

ADVISOR _____ Date _____

		Thorough	Considerable	Moderate	Limited	Inadequate
	I. Professional Identity					
1.	1. Advocate for client access to services	4	3	2	1	0
2.	2. Personal responsibility for prof. development	4	3	2	1	0
3.	3. Attend to prof. roles & boundaries	4	3	2	1	0
4.	4. Demonstrate professional behavior	4	3	2	1	0
5.	5. Engage in career-long learning	4	3	2	1	0
6.	6. Use supervision & consultation	4	3	2	1	0
	II. Ethical Practice					
7.	7. Recognize & manage personal values within prof. values/practice	4	3	2	1	0
8.	8. Ethical decision making NASW/IFSW/IASSW	4	3	2	1	0
9.	9. Tolerate ambiguity in resolving ethical conflicts	4	3	2	1	0
10.	10. Apply strategies of ethical reasoning to decisions	4	3	2	1	0
	III. Critical Thinking					
11.	11. Utilize multiple sources of knowledge	4	3	2	1	0
12.	12. Analyze models of assessment, prevention, intervention, & evaluation	4	3	2	1	0
13.	13. Demonstrate oral & written communication working with all system sizes	4	3	2	1	0
	IV. Diversity in Practice					
14.	14. Recognize impact of culture's structures and values	4	3	2	1	0
15.	15. Gain self-awareness to eliminate personal biases/values	4	3	2	1	0
16.	16. Recognize/communicate understanding importance of difference in shaping experiences	4	3	2	1	0
17.	17. View self as learner & engage with systems	4	3	2	1	0
	V. Human Rights & Justice					
18.	18. Understand forms & mechanisms of oppression & discrimination	4	3	2	1	0
19.	19. Advocate for human rights & social & economic justice	4	3	2	1	0
20.	20. Engage in practices that advance social & economic justice	4	3	2	1	0
	VI. Research Based Practice					
21.	21. Use practice experiences to inform scientific inquiry	4	3	2	1	0
22.	22. Use research evidence to inform practice	4	3	2	1	0
	VII. Human Behavior					
23.	23. Utilize conceptual frameworks to guide assessment/intervention/evaluation	4	3	2	1	0
24.	24. Critique & apply knowledge to understand person and environment	4	3	2	1	0

By Michael A. Wright michael@mawmedia.com

2015-03-10

PORTFOLIO EVALUATION RUBRIC

STUDENT _____ Date _____

ADVISOR _____ Date _____

		Thorough	Considerable	Moderate	Limited	Inadequate
	VIII. Policy Practice					
25.	25. Analyze, formulate, & advocate for policies that advance social well-being	4	3	2	1	0
26.	26. Collaborate with colleagues & clients for effective policy action	4	3	2	1	0
	IX. Practice Contexts					
27.	27. Continually learn @ locales/populations/science/technology/trends to provide services	4	3	2	1	0
28.	28. Provide leadership in service delivery & practice to improve quality of services	4	3	2	1	0
	X. Engage/assess/intervene/evaluate					
29.	29. Substantively and affectively prepare for action with all system sizes	4	3	2	1	0
30.	30. Use empathy and other interpersonal skills	4	3	2	1	0
31.	31. Develop a mutually agreed-on focus of work and desired outcome	4	3	2	1	0
32.	32. Collect, organize & interpret client data	4	3	2	1	0
33.	33. Assess client strengths & limitations	4	3	2	1	0
34.	34. Develop mutually agreed-on intervention goals and objectives	4	3	2	1	0
35.	35. Select appropriate intervention strategies	4	3	2	1	0
36.	36. Initiate actions to achieve organizational goals	4	3	2	1	0
37.	37. Implement prevention interventions that enhance client capacities	4	3	2	1	0
38.	38. Help clients resolve problems	4	3	2	1	0
39.	39. Negotiate, mediate, and advocate for clients	4	3	2	1	0
40.	40. Facilitate transitions & endings	4	3	2	1	0
41.	41. Critically analyze, monitor, & evaluate interventions	4	3	2	1	0