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 mission of the Tennessee State University BSW 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 undergraduate training in Social Work with a hybrid model of delivery as a historically Black Institution within the Central Tennessee region.

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, 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:

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.

To promote the development of social policies and services to reduce the impact of poverty, oppression and discrimination.

To guide students in acquiring analytical and critical thinking skills 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.

To promote the development of a multiple theoretical orientation applicable across system sizes.

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.

To socialize students to the profession of social work and the organizational environment through evidence-based practice.

Social Work Program Definition of Generalist Practice

The social work program takes its definition of generalist practice from the Council

on Social Work Education 2015 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.

***Practice Behaviors***

The following are the practice behaviors adopted by the social work program that

operationalize each the 9 generalist core competencies required by the Council on Social

Work Education in accordance with EPAS 2.1 through 2.1.9. These practice

behaviors are used to guide curriculum design and assess student application of generalist

practice and development of competence. Field Instructors observe, guide, and evaluate

students in the performance of these practice behaviors.

1. Demonstrate Ethical and Professional Behavior
   1. Make ethical decisions by applying the standards of the NASW Code of Ethics
   2. Use reflection and self-regulation to manage personal values and maintain professionalism.
   3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
   4. Use technology ethically and appropriately to facilitate practice outcomes
   5. Use supervision and consultation to guide professional judgment and behavior
2. Engage Diversity and Difference in Practice
   1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro level
   2. Present themselves as learners and engage client systems as experts of their own experiences
   3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
3. Advance Human Rights and Social, Economic and Environmental Justice
   1. Apply understanding of social and economic, and environmental justice to advocate for human rights at the individual and systems levels
   2. Engage in practices that advance social, economic and environmental justice
4. Engage in Practice-Informed Research and Research-Informed Practice
   1. Use practice experiences to inform scientific inquiry and research
   2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
   3. Use and translate research evidence to inform and improve practice, policy and service delivery
5. Engage in Policy Practice
   1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
   2. Assess how social welfare and economic policies impact the delivery of and access to social services
   3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
   1. Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies
   2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
7. Assess Individuals, Families, Groups, Organizations, and Communities
   1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
   2. Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
   3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies
   4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
8. Intervene with Individuals, Families, Groups, Organizations and Communities
   1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
   2. Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
   3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
   4. Negotiate, mediate, and advocate with and on behalf of clients and constituencies
   5. Facilitate effective transitions and endings that advance mutually agreed-on goals
9. Evaluate practice with Individuals, Families, Groups, Organizations, and Communities
   1. Select and use appropriate methods for evaluations of outcomes
   2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
   3. Critically analyze, monitor, and evaluate intervention process and outcomes
   4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels

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, 30,31.

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.

(M) SOWK 3300 Human Behavior and the Social Environment I (3). A biopsychosocial 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.

(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: 9,10,11,12,14,18,23,24,27,28,29,30, 31.

(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.

(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, 2I00, 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.

(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:

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.

(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.

(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: 10,11,14,17,19,20,22,27,28,29,30,31.

(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 400 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 1‐31.

(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 1‐31.

(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 1‐31.

STUDENT RESPONSIBILITIES

1. Meet with your Academic Advisor to discuss the portfolio contents.
2. Compose Statements of Competence for each of the 9 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 9 competencies identified by the social work program.
4. Each competency section will have a 1‐page statement of competence developed through E-learn.

* Identify the competency and explain how you have demonstrated it.
* List the artifacts that are included.
* Explain how artifacts presented represent evidence that the student has achieved the identified competence.

1. Attend the portfolio defense promptly.
2. Submit contents of the portfolio to your advisor, liberal arts reviewer, field education coordinator, and the field seminar professor according to the scheduled due dates.
3. Have your Field Instructor complete the Practice Behaviors Evaluation Rubric by the date given in the course.

E-PORTFOLIO CONTENTS

E-learn is used to construct the students E-Portfolio. A training is given during the SOWK 4200 course with help provided from the W.R.I.T.E. Studio.

Materials should follow the following content guidelines:

1. Statement of Philosophy

* Demonstrating Personal/Professional Value Integration (1 page)

1. Statements of Competence in Each of 9 areas (1 page each).

* Write a rationale and list artifacts for each competency. A rationale should demonstrate how the student has displayed each competency through the matriculation of their education. An artifact should be used as proof that the student has demonstrated the competency through classroom, field, and outside experiences.

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

C. Assignments from Field Education Seminar (up to 5 pages) (To be included as artifacts)

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.

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 Copy of the E-Portfolio through E-learn.

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. Demonstrate Ethical and Professional Behavior.

2. Engage Diversity and Difference in Practice.

3. Advance Human Rights and Social and Economic Justice.

4. Engage in Practice-Informed Research and Research-Informed Practice.

5. Engage in Policy Practice.

6. Engage with Individuals, Families, Groups, Organizations, and Communities.

7. Assess with Individuals, Families, Groups, Organizations, and Communities.

8. Intervene with Individuals, Families, Groups, Organizations, and Communities.

9. Evaluate practice with Individuals, Families, Groups, Organizations, and Communities.

COMPETENCY 1: 1. DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

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:

1. Make ethical decisions by applying the standards of the NASW Code of Ethics
2. Use reflection and self-regulation to manage personal values and maintain professionalism.
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
4. Use technology ethically and appropriately to facilitate practice outcomes
5. Use supervision and consultation to guide professional judgment and behavior

COMPETENCY 2: 2. 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 could 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 15year 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

1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro level
2. Present themselves as learners and engage client systems as experts of their own experiences
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

COMPETENCY 3: 3. 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:

1. Apply understanding of social and economic, and environmental justice to advocate for human rights at the individual and systems levels
2. Engage in practices that advance social, economic and environmental justice

COMPETENCY 4: 4. ENGAGE IN PRACTICE INFORMED RESEARCH AND RESEARCH INFORMED PRACTICE

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 must 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 and 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 14month 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 show cases my abilities with statistics (SOCI3000), my abilities in consuming research (SOWK4800), and my ability to report research (SOWK4850).

Generalist Practice Behaviors:

1. Use practice experiences to inform scientific inquiry and research
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
3. Use and translate research evidence to inform and improve practice, policy and service delivery

COMPETENCY 5: 5. ENGAGE IN POLICY PRACTICE

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:

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
2. Assess how social welfare and economic policies impact the delivery of and access to social services
3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

COMPETENCY 6: 6. ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

Engagement 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 lifespan 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 show cases my use of demographics, asset‐mapping techniques, and use of the GIM.

Generalist Practice Behaviors:

1. Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

COMPETENCY 7: 7. ASSES WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

Whether at the micro or macro level, practice in social work is characterized by individuals and social change. Describe work you have done to asses 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:

1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
2. Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

COMPETENCY 8: 8. INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

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:

1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
2. Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
4. Negotiate, mediate, and advocate with and on behalf of clients and constituencies
5. Facilitate effective transitions and endings that advance mutually agreed-on goals

COMPETENCY 9: 9. EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

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 could 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:

* 1. Select and use appropriate methods for evaluations of outcomes
  2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
  3. Critically analyze, monitor, and evaluate intervention process and outcomes
  4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels

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 (30 minutes), Questioning Portion (15 minutes), and Deliberation Portion (15 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 his or 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.