



*Oakwood University*

*Department of Social Work*

# *Professional Portfolio Handbook*



*Revised October 2010*

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## Preface

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*“The bible identifies self-development, or self-improvement, as one of the primary tasks of the Christian. We are not to focus on the criticism and correction of others. We are to focus on the examination of ourselves. Self-improvement should be our guiding value. Know thyself is a good motto; and then do something about yourself. Look, listen, and learn from what you do and say to discern what are the needs and strengths in your life. Then turn to Jesus for your needs.” Ellen G. White, Counsels on Health, p. 107.*

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## WHAT IS A PORTFOLIO?

*“A portfolio is a place where you store things related to your training, work experience, contributions, and special accomplishments. It is the place to document all your work-related talents and accomplishments so that you have a good sense of your assets” (Colby-Sawyer College).*

*The portfolio is an effective tool for measuring a student’s growth and celebrating accomplishments on the continuum of beginning the social work major to the point of entry-level social work employment. The rationale for the use of student portfolios in social work education includes their capacity to foster self-reflection, integrate the learning experience, prepare students for job searches and employment, and help faculty evaluate and improve the curriculum (Rosegrant, 2004).*

## THE PURPOSE

*The purpose of this Portfolio is to evaluate all seniors as they complete their matriculation through the Social Work demonstrate their knowledge, values and skills as competent aspiring social workers on the verge of entering generalist practice and/or preparing to enter graduate school. The Portfolio process was designed by the faculty to meet the university requirements of completing an Exit Examination before graduation and also serves as a capstone measurement tool of the student’s readiness to enter generalist practice and/or graduate education.*

*The Portfolio will assist aspiring Social Work graduates by:*

- 1. Providing a way to organize and display accomplishments.*
- 2. Provide meaningful accounts of knowledge and skills.*
- 3. Demonstrates progress in the achievement of the Department’s goals.*
- 4. Provides an opportunity for reflection on personal and professional development.*
- 5. Provides a means for communicating professional and personal assets.*
- 6. Provides visual references for use during job interviews.*
- 7. Provides evidence of the student’s ability to interface classroom knowledge within practice.*
- 8. Provides a unique academic profile and collection of artifacts. (Mburikura, 2006)*

*In addition, the portfolio process allows social work students to demonstrate their competence in displaying a facility with practice behaviors, the social work Code of Ethics, and the integration of Christian values in practice.*

## AN ACCEPTABLE PORTFOLIO

*An acceptable portfolio will be creative, comprehensive, well organized, and neat and grammatically sound. Portfolios will receive evaluation by more than one evaluator. In order for the Portfolio to be more effective **it must be well organized and professional in appearance**. This portfolio is a reflection of the student to the reviewers. **Please take time to carefully read this guide before you begin this assignment.***

## **THE PORTFOLIO COMPETENCIES**

The Portfolio is a key component of the Department's assessment of each student's readiness for professional Generalist practice. The Portfolio represents the student's progress in achievement of the Departmental competencies and practice behaviors as outline on pages 19 through 23 of this Handbook.

## **THE PROCESS**

The Portfolio has been divided into two sections: written and oral. The written section must be submitted on the designated date in the course SW 480 (fall semester). This section will be reviewed by the course instructor and a grade assigned. Seniors that are not enrolled in the above course are required to turn in the completed Portfolio to the Department's Office Manager on the same date. **There will not be a make-up date or extension for this assignment.** All Portfolios will be reviewed during the Christmas holiday break by both faculty and community advisory board members with the intent of providing critical feedback for the purpose of revisions. The assignment will be returned students for the purpose of making final revisions at the beginning of the spring semester (January). The final document must be submitted on the assigned date in late January. In early February all seniors will be scheduled to present an oral defense of portfolio.

## **GUIDELINES FOR FINAL PORTFOLIO SUBMISSION**

- All portfolios must be in a black or navy blue three ring binder (you can purchase binders specifically for portfolios).
- The front cover of your binder should have a clear plastic document cover so you can slide in your cover page.
- All written information must be placed in clear plastic covers - so you can slide in your papers.
- Each section should have typed tabs denoting each section.
- Complete reference page with specific page numbers for each section.
- Your paper **MUST** be typed using 12pt. font, one inch margins.
- The FINAL portfolio product is the one produced in the Spring Semester for the Portfolio defense. You are required to meet ALL of the guidelines identified in this guide and in the order requested. The completed Portfolio is due in the Social Work Department Office on the second Thursday after spring semester classes begin by 4:00 p.m.

## **FALL SEMESTER PORTFOLIO CONTENT REQUIREMENTS (SW480)**

For the Fall Semester, you are required to complete the following areas and hand in the completed product to your SW480 Career Preparation instructor by the designated date.

- Title Page
- Personal Mission Statement
- Statement of Purpose
- Career Pursuit Information
- Samples of BEST Assignments (See SW480 course instructor for specific assignments)
- Ten Year Plan
- Discussion of What you Learned about yourself based on the Personality Tests
- Disposition Evaluations (you may add additional disposition instrument evaluations for the FINAL submission)
- Paragraph discussing your achievement of each of the **practice behaviors** areas

### **ORAL DEFENSE (Spring Semester):**

All seniors will be required to present their oral exam (defense) based on the Portfolio to the department faculty and external evaluators. This oral presentation will commence in early February of the Spring Semester. The entire process will last approximately one hour for each student. The following guidelines will be required for your presentation:

- Students must dress professionally (please see your advisor if you need further clarity on this). Students will have 30 minutes for their defense of their portfolio.
- **Outline for the Oral Presentation**
  1. Introduction of Self
    - Motto & Personal Mission Statement
  2. Professional Development & Achievements
  3. 14 Departmental Competencies
    - What they are and how YOU have incorporated them in practice (field) or classroom
  4. Leadership Development
    - How have YOU used your time to acquire leadership skills pertinent to Social Work practice
  5. Personality Test – Pre and Post
    - Discuss what you learned about yourself based on the tests and how have you grown as a result of changes you have made
  6. Spiritual Inventory
    - What are your spiritual gifts? How can you use them in practice?
  7. Identify at least three areas where you will need to grow (i.e. emotionally, practice skills, professionalism) and how you plan to address these challenges.
  8. Brief critique of three key things that you have learned from being a student in this Department that will benefit you as an aspiring Social Worker.
    - Add a few things you would change that would improve the Department
  9. Future Plans
    - Discuss professional plans for the next three years
  10. In summary the presentation students should be prepared to discuss their understanding of the Oakwood's Social Work Department program as a whole, their comprehension of the programs Practice Behavior's and how their implementation of these program behaviors has enhanced their growth to become a competent generalist social worker and/or prepared them to enter graduate school.
- The final phase of the oral component will consist of a Question and Answer component where students will respond to questions from faculty based on the content of the Portfolio, field education experience, and student's oral presentation.
- **IMPORTANT - Please note that the final Portfolio product represents the mandatory "Exit Exam" required by Oakwood University. Students MUST achieve a minimum score of 80% in each area of their Portfolio assignment in order to fulfill this requirement for graduation. Students are required to successfully revise, up-date or re-do any section of the Portfolio that does not meet the minimum standard in order to complete this requirement.**

## **CONTENTS REQUIRED FOR THE PORTFOLIO**

Summarized below are the minimal requirements needed to complete this assignment:

### **1. Title Page**

- Placed on the front of the binder and includes a **professional** looking digital picture of you.
  - i. Students are required to dress in business suit attire
  - ii. The digital picture should be one that would represent you at any professional interview
  - iii. The picture should be a head and shoulder view, with an empty background
- Should include your name, classification, major, date.
- A **short**, one sentence literary quote that represents “your” own personal motto, this can be biblical, or it can be a quote taken from another source (i.e. Martin Luther King, Abraham Lincoln, Mother Teresa, Ellen White, and Mahatma Gandhi). A **motto** is a phrase meant to formally describe the general motivation or intention of a person, social group or organization. Your personal motto should represent a concept or idea that **you** choose to live by.

### **2. Personal Mission Statement (one page minimum)**

- Includes a citation of a scriptural verse that you believe forms the basis for your commitment to serve as a Christian Social Worker.
  - An introspective overview of what you believe is your purpose as a Christian social worker and your personal mission in life.
  - What has God **called** you to become? What is God preparing you for? You may want to include spiritual gifts that God has blessed you with in this section.
  - What do you plan to do with the time that God has allotted you on this earth?
  - PLEASE take time to pray about your personal mission statement as it is a written formula of **what you believe God wants you to do with your life.**

### **3. Statement of Purpose/Philosophy**

- Most graduate schools require that you write a “Statement of Purpose” (SOP). This written document plays a critical role in your admission or denial into graduate school. It is very different from your personal mission statement, which is a quick summary of what you feel God has directed you to become based on your spiritual gifts, and the direction he has led you in life.
- The SOP will inform the readers who you are and share your basic life details that have brought you to this point in your life to become a professional social worker. Discuss your professional interests and the specific plans that you have for your career upon graduating from Oakwood University.
- The SOP should be written with flare, enthusiasm and zest for life as you are writing to convince the readers that you are uniquely suited to be admitted into their program.
- In preparation for this, you should review the graduate school outline for the universities to which you intend to apply (your first choice if you have more than one potential school) and follow guidelines as outlined by the graduate program you are applying to.
  - i. Include a copy of the graduate school’s statement of purpose outline that you are responding to.

#### 4. Career-Pursuit Information – Includes:

- *Professional Resume - Resume should include:*
  - i. *Name*
  - ii. *Address and contact information*
  - iii. *Professional career objective*
  - iv. *Education (reverse chronological order)*
    - *GPA*
    - *Knowledge, Values and Skills*
  - v. *Career-related Experience*
    - *Agency*
    - *Status or Role*
    - *Duties & Responsibilities*
    - *Knowledge and Practice Behavior Skills Acquired*
- *Publications and Professional Presentations*
- *Extracurricular Interests and Activities*
  - *Include Social Work Club or Phi Alpha Positions Held*
- *Statement Regarding Your References*
- *3 Letters of Recommendation – Sources for professional recommendations may include:*
  - i. *Instructors – other than your social work professors for this process*
  - ii. *Field instructor(s)*
  - iii. *Current or former employers*
  - iv. *Someone who has supervised you in a voluntary work experience for a lengthy period of time*
  - v. *Do not use friends, pastors, or family members.*
  - vi. *Reference should include the name of individual, professional relationship, length of time they have known you, a statement that describes their work with you and their professional opinion of you*
- *Unofficial Oakwood University transcript (must include fall semester grades from your senior year)*

#### 5. Professional Development & Achievements

- *Provide copies of items that you have developed or completed that may relate to your professional development*
  - *For example – professional conference presentations, attendance at professional workshops (i.e. Social Justice Retreat, AL/MS Social Work Conference), awards received*

#### 6. Samples of Your Course Work

- *Select social work papers from each of the following social work courses that reflect your **BEST** scholarly effort (papers MUST have a grade of 80% or above). Papers should be taken from the following areas:*
  - i. *SW320 Social Work Theories*
    - *Choose one major paper*
  - ii. *SW330 HBSE I*
    - *Choose one major paper*
  - iii. *SW331 HBSE II*

- Choose one major paper
- iv. SW334 Understanding Diversity and Oppression
  - Choose one major paper
- v. SW380 Welfare Policies
  - Choose one major paper
- vi. SW420 Research in Social Work
  - Choose one research paper
- vii. SW451 General Methods of Micro Practice
  - Choose one major paper
- viii. SW452 General Methods of Macro Practice
  - Choose one major paper
- ix. SW454 Field Instruction
  - Historical Context Paper
- x. Select a total of five upper division Social Work oral presentation rubric grades from five different courses which reflect your **BEST** oral presentation efforts.
- xi. Rubrics should show written comments that you have received from faculty
- Again, each sample **MUST** include the rubric grade you received

#### 7. Leadership Development

- List the offices you have held in the Social Work Club, and/or Phi Alpha.
- Include a list of the various Social Work related leadership development experiences you have engaged in.
- Provide a brief comment on your responsibilities in each category, and the specific accomplishments that you have made within your leadership role(s).
- Write a brief evaluative summary of your leadership experience, strengths and challenges

#### 8. FIVE Year Plan Assignment

- Include a copy of your Five Year Plan

#### 9. Personality Tests

During your initial Admissions interview, you were required to take a series of personality tests that were designed to help you better understand your personality. Please take time to review the results and write a **short summary** of the following **based on the personality tests**.

- Highlight what each test revealed about you
- Include your strengths and challenges
- Using your personality tests, reflect on your personal and professional journey since your admission to the Department and highlight specific ways in which you have grown since becoming a Social Work major (your strengths). How do you know this (what evidences do you have of your growth?)
- Discuss some of the challenges that you still must overcome and what you will do to address each challenge.

#### 10. Fall Senior Field Education Evaluations

- Include a copy of your:
  - i. Fall and Spring Learning Agreements

ii. *Fall Field Evaluation*

- *Provide a short written self-evaluation of your growth and development in your field education experience using components of your official fall written evaluation(s) to support your statements.*
  - i. *One page maximum*

### 11. Disposition Evaluation Forms

- *Provide at least **four** examples of your completed Disposition Forms from your Social Work professors courses (please do not use the same professor more than twice).*
- *Provide a one page summary of what you learned about yourself based on these evaluations. Do you feel they are an accurate reflection of you? Why or Why not? As you think of the “Fruit of the Spirit” which ones do you feel represent you the best. Which ones do you need to work on to improve?*

### 12. A Life Skill Mentor

- *Retaining a mentor who can serve as a resource guide to you in your professional life is an invaluable professional aide. In one page or less discuss the importance of a mentor and identify someone who you would like to serve as a Social Work mentor. State why you chose this individual and the qualities that the individual possesses that will be an asset to you.*

### 13. Competencies and Practice Behaviors

- *Review Oakwood University’s Social Work competencies and practice behaviors in Table 1.1.*
- *In no more than **one paragraph for each practice behavior**, develop a written response of how you were able to fulfill or accomplish each of these Departmental competencies within the Social Work program. Each paragraph should contain a discussion of each of the **Practice Behaviors** for that competency as listed in Table 1.1. Since the Department has 14 competencies, each student’s discussion should contain 14 brief paragraphs.\**
  - *Please note that you are trying to concisely reconstruct your achievement of each of these competency areas and related practice behaviors. Please be concise.*
  - *To aid in your review of each of the concepts a brief description of each term is provided in the previous section entitled “Operational Definition of Each Core Practice Behavior”.*
- *You **MUST** also share how you have or will utilize this knowledge in practice as an aspiring professional (one or two sentences)*
- *Your response should include:*
  - *A statement where you encountered/learned this term/concept (i.e. a Social Work course)*
  - *A real example of your implementing the specific term in the form of a specific assignment(s) and/or experience (i.e. field).*
- *You should state the specific competency you are addressing at the top this section (italicize it), then below write your response.*
- *Please be clear in your documentation*
- ***\*Please note that this section is the chief component of your portfolio and will have the largest number of points assigned to it on the rubric.***

(Below you will find examples of this requirement)

AGAIN YOU ARE TO WRITE ABOUT THE SPECIFIC **PRACTICE BEHAVIOR NOT**  
**COMPETENCIES**

Department Competency # 1 – Identify as a professional social worker and conduct oneself accordingly.

*Practice Behavior – a. Advocate for client access to services provided within the field of Social Work.*

When I became a student intern for DHR of Madison County, I was assigned to various tasks that included visiting clients and locating donations to the agency. Later on, I was able to take part in case management and was responsible for taking the necessary steps to help clients get needed equipment that provided them a safer home. I realized that the clients of this agency should receive these services through insurance rather than donation. During my professional journey, I plan to have a part in changing this reality.

*Practice Behavior – b. Practice personal reflection and self-correction to assure continual professional development.*

In early experiences working with DHR of Madison County as a part of the requirement for the course SW455, my supervisor made it a point to ask me questions which prepared me to think about the ways I have engaged with clients and how I perceived my impact on their lives and situations. I also discussed my strengths and challenges of each visit. When I began to visit clients alone, I continued to take the time out after each visit to go over what occurred during the visit and how best to take the next steps of intervention. I focused on areas to improve on while working with clients. Taking the time to reveal this information proved to be valuable as it aids my growth as a professional, allowing me to understand myself and help me understand how to best support the client.

*Practice Behavior – c. Maintain professional roles (i.e. as a professional social worker) and appropriate boundaries.*

At my field agency I serve in the capacity of a “real” social worker, I have been assigned a case load similar to the seasoned social work professionals and must conduct myself in a professional manner as this is the expectation of all my clients. My caseload consists of adolescent teens who are looking to me for guidance, insight, and wisdom concerning how to direct their lives. When working with clients and make a conscious effort to maintain physical boundaries, limit personal information shared with clients, and maintain a professional attitude at all times. My evaluation confirms proves that I have made great strides in accomplishing this competency.

Department Competency # 3 – Apply critical thinking to inform and communicate professional judgments.

*Practice Behavior – a. Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge and practice wisdom.*

In SW340, we were asked to critically analyze various social work theories and apply them to practice situations. One theory I analyzed was racial identity theory. This analysis was utilized within my field practicum experience at Tommy John Detention Center, where I counseled young men and women from various racial groups and provided me a context for understanding their racial development and interpretation of the world.

Department Competency # 6 – Engage in research informed practice and practice informed research.

*Practice Behavior a. use research evidence to inform practice.*

*As a part of my research in social work course (SW420), I was involved in a series of research projects which included Program Evaluation, Focus Groups, Single-Subject Research Design, and Qualitative Research. In the Program Evaluation research project I conducted a Client Satisfaction survey in an attempt to research the experiences of freshmen students at Oakwood University, and sought to gain insight on the positives areas of their experiences as well as the challenges. The evidence obtained from this research project was used by the Center for Academic Success as evidence-based data that was utilized to improve their program for the upcoming year.*

Department Competency # 12 – Demonstrate a commitment to Christian service within the community.

*Practice Behavior a. Identify biblical principles underlying Christian service and engage in service-learning activities.*

*In the bible, Mark 12: 29-31 discusses the “Two Great Commandments” love for God, and second love for our fellow humans. This text is a clear indicator that we as Christians should live a service oriented lifestyle. Our Christian Social Work belief system is at the heart of this commandment, and our Department has encouraged us to implement this as a part of our practice. As one of the leaders in the Social Work Club, I have had numerous opportunities to implement Christian Service; one of my main responsibilities was to foster relationships with our club and other community organizations. One way in which this was accomplished was by arranging outreach activities with a youth ministries organization that was facilitated by a counselor of for a local church. I was able to infuse Christian principles of the “Fruit of the*

*Spirit” within this ministry by helping youth devise creative ways to improve their behaviors.*

#### 14. Social Work Self Efficacy Scale (SWSES)

The following scale is designed as a self-evaluation tool of your knowledge and skill development within the Social Work program. Complete the following Social Work Self-Efficacy Scale. The scale results are NOT included in your Portfolio evaluation, but you are required to complete it. Please take time to reflectively respond to each question. **After completing this, write a short (no more than two paragraphs) synopsis of what you learned about your professional growth based on the general content within this scale. Include a completed copy of this scale along with the written response in your Portfolio.**

#### SOCIAL WORK SELF EFFICACY SCALE (SWSES)

SKILL/TASK	<i>Please rate yourself from 0 to 100 in terms of your ability to do this skill right now.</i>
1. Initiate and sustain empathetic, culturally sensitive, non-judgmental, disciplined relationships with clients?	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>
2. Elicit and utilize knowledge about historical, cognitive, behavioral, affective, interpersonal, and socioeconomic data and the range of factors	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>
3. Apply developmental behavioral science and social theories in your work with individuals, groups, and families?	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>
4. Intervene effectively with individuals?	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>
5. Intervene effectively with families?	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>
6. Intervene effectively with groups?	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>
7. Work with various systems to obtain services for clients (i.e. public assistance, housing, Medicaid, etc.)?	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>
8. Assume the social work role of change agent/advocate by identifying and working to realistically address gaps in services to clients?	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>
9. Function effectively as a member of a service team within the agency and service delivery system, consistently fulfilling organizational and client-related responsibilities?	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>
10. Maintain self-awareness in practice, recognizing your own personal values and biases, and preventing or resolving their intrusion into practice?	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>
11. Critically evaluate your own practice, seeking guidance appropriately and pursuing ongoing professional development?	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>

SKILL/TASK	<i>Please rate yourself from 0 to 100 in terms of your ability to do this skill <u>right now</u>.</i>
12. Practice in accordance with the ethics and values of the profession?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
13. Analyze a critical piece of welfare legislation?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
14. Define the impact of a major social policy on vulnerable client populations (i.e. Welfare Reform Act)?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
15. Use library and online resources to retrieve published articles and reports from the empirical research literature?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
16. Critically review and understand scholarly literature?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
17. Evaluate your own practice using an appropriate research method (i.e. single system designs, brief measures such as scales, indexes, or checklists)?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
18. Participate in using research methods to address problems encountered in practice and agency settings?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
19. Teach clients to relieve their own stress?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
20. Educate clients about how to prevent certain problems from recurring?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
21. Help clients reduce dysfunctional ways of thinking that contribute to their problems?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
22. Help clients to anticipate situations that can cause problems for them?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
23. Teach clients specific skills to deal with certain problems?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
24. Help clients to understand better how the consequences of their behavior affect their problems?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
25. Teach clients how to manage difficult feelings?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
26. Demonstrate to clients how to express their thoughts and feelings more effectively to others?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
27. Help clients to practice their new problem-solving skills outside of visits?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
28. Teach communication skills to clients?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
29. Teach clients how to manage their own problem behaviors?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
30. Show clients how to reward themselves for progress with a problem?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
31. Teach clients how to accomplish tasks	0 10 20 30 40 50 60 70 80 90 100

SKILL/TASK	Please rate yourself from 0 to 100 in terms of your ability to do this skill <u>right now</u> .
more effectively?	can't do at all <span style="float: right;">can do at level for BSW generalist</span>
32. Coach clients in how to make decisions more effectively?	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>
33. Teach clients the skills for reducing unhealthful habits?	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>
34. Show clients how to set limits for others' dysfunctional behavior?	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>
35. Assess the level of their [clients'] material resources?	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>
36. Monitor the delivery of services provided by several other providers?	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>
37. Advocate on others' behalf?	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>
38. Make referrals to others' services?	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>
39. Analyze social problems and policies relevant to the client's problems?	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>
40. Provide information about other services available to clients?	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>
41. Network with other agencies to provide services?	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>
424. Reflect thoughts and feelings to help clients feel understood?	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>
43. Employ empathy to help clients feel that they can trust you?	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>
44. Provide emotional support for clients?	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>
45. Help clients feel like they want to open up to you?	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>
46. Employ the treatment relationship so clients can feel accepted for who they are?	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>
47. Point out their [clients'] successes to increase their self-confidence?	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>
48. Define the client's problems in specific terms?	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>
49. Collaborate with clients in setting intervention goals?	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>
50. Define treatment objectives in specific terms?	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>
51. Ask clients to evaluate the effects of treatment on themselves?	0 10 20 30 40 50 60 70 80 90 100 can't do at all <span style="float: right;">can do at level for BSW generalist</span>

Your score \_\_\_\_\_ out of 510

Your mean score (average) \_\_\_\_\_

### 15. The Lifelong Learning Questionnaire (LLQ)

*The Lifelong Learning Questionnaire (LLQ) may help you to consider various aspects of yourself as a lifelong learner. There are no right or wrong answers. Rather, the questionnaire may be used to stimulate reflection about your "learning self." Therefore, please consider your results as hypotheses to examine in the context of evidence from other sources. Again, this component will NOT be graded; however, you must complete this in order to complete the Portfolio assignment. **After completing this, write a short (no more than two paragraphs) synopsis of what you learned about your professional growth based on the general content within this scale. Include a completed copy of this questionnaire along with the written response in your Portfolio.***

*Please read the following statements. Indicate your degree of agreement or disagreement with each statement by using the following codes:*

- 1 = Strongly Agree*
- 2 = Agree*
- 3 = Disagree*
- 4 = Strongly Disagree*

- \_\_\_\_\_ *1. I regularly read professional journals in my field.*
- \_\_\_\_\_ *2. I genuinely enjoy learning.*
- \_\_\_\_\_ *3. I always do more than the minimum requirements in courses, seminars, or workshop.*
- \_\_\_\_\_ *4. I regularly pursue opportunities to advance my knowledge and expertise.*
- \_\_\_\_\_ *5. I never become defensive when someone offers feedback that could improve my knowledge and skill.*
- \_\_\_\_\_ *6. I like to study.*
- \_\_\_\_\_ *7. I know my personal learning style.*
- \_\_\_\_\_ *8. I am actively involved in learning experiences.*
- \_\_\_\_\_ *9. I take personal responsibility for my own learning.*
- \_\_\_\_\_ *10. I view examinations as a way to learn.*
- \_\_\_\_\_ *11. I know how to conduct a professional literature review.*
- \_\_\_\_\_ *12. I sometimes contact national and international experts in my learning efforts.*
- \_\_\_\_\_ *13. I have a list of learning goals.*
- \_\_\_\_\_ *14. I have specific plans to advance my learning.*
- \_\_\_\_\_ *15. I enjoy teaching others.*

\_\_\_\_\_ **LLQ Score**

The Lifelong Learning Questionnaire is scored by adding your ratings to each of the 15 items. The sum represents your LLQ score. Scores between 15 and 60 are possible. Lower scores indicate greater strength in lifelong learning. Although we are still developing the Lifelong Learning Questionnaire, you may wish to consider your score in relation to the average score of a convenience sample of social work students. Twenty-one members of a first-year MSW practice class completed the LLQ in January 1999. They reflected an average score of 33.10 (range 20 – 43).

### 16. The Social Work Interest Instrument

Indicate your current level of interest in each social work position by circling the number that best reflects your preference. Since this is not an exhaustive list, you may add other social work positions. You may also find it useful to refer back to this instrument periodically throughout your social work career. Your interests could change from time to time. **Please write a short synopsis of the top three areas of social work that you are interested in pursuing and why?**

Clinical Social Worker	1 No interest	2 Little interest	3 Some interest	4 Mild interest	5 Strong interest
Child Welfare or Family Services Social Worker	1 No interest	2 Little interest	3 Some interest	4 Mild interest	5 Strong interest
Child or Adult Protection Services Social Worker	1 No interest	2 Little interest	3 Some interest	4 Mild interest	5 Strong interest
Mental Health Social Worker	1 No interest	2 Little interest	3 Some interest	4 Mild interest	5 Strong interest
Health Care Social Worker	1 No interest	2 Little interest	3 Some interest	4 Mild interest	5 Strong interest
School Social Worker	1 No interest	2 Little interest	3 Some interest	4 Mild interest	5 Strong interest
Criminal Justice Social Worker	1 No interest	2 Little interest	3 Some interest	4 Mild interest	5 Strong interest
Occupational Social Worker	1 No interest	2 Little interest	3 Some interest	4 Mild interest	5 Strong interest
Gerontology Social Worker	1 No interest	2 Little interest	3 Some interest	4 Mild interest	5 Strong interest
Social Work Administrator	1 No interest	2 Little interest	3 Some interest	4 Mild interest	5 Strong interest
Social Work Planner & Policy Maker	1 No interest	2 Little interest	3 Some interest	4 Mild interest	5 Strong interest
	1 No interest	2 Little interest	3 Some interest	4 Mild interest	5 Strong interest
	1 No interest	2 Little interest	3 Some interest	4 Mild interest	5 Strong interest

**Include a completed copy of this self-interest scale along with the written response in your Portfolio.**

### **Department Mission and Goals:**

*Mission: The Oakwood University Department of Social Work strives to demonstrate our love for God and humanity by imparting to students a passion for advocacy, for social justice for the poor, oppressed, and vulnerable regardless of race, creed, ethnicity, religion, sexual orientation, age, or gender, and by integrating faith into social work practice from a uniquely Seventh-day Adventist perspective.*

*The Department strives to infuse both a Black and Christian perspective into its preparation of entry-level generalist social work practitioners capable of effectively working within a variety of social systems and diverse populations.*

#### **Goals:**

1. *To prepare competent, ethical, Christian social workers who are committed to integrating their faith as the foundational and motivational influence for effective intervention with diverse client systems of various sizes including the Black Diaspora.*
2. *To prepare students who are committed to utilizing the profession's knowledge, values and skills to strengthen practice implementation that will support and/or enhance the social and economic well-being of clients.*
3. *To prepare students to apply effective critical thinking skills for problem-solving, promotion of social justice and human rights within a world of global diversity.*
4. *To prepare students to identify and apply the content, context, and breadth of human development and behaviors experience within practice.*

**Table 1.1 Departmental Competencies and Practice Behaviors:**

<b>DEPARTMENT COMPETENCIES and PRACTICE BEHAVIORS</b>	
<b>Competencies</b>	<b>Practice Behaviors</b>
<p><b>1. Identify as a professional social worker and conduct oneself accordingly. (EP 2.1.1)</b></p>	<p>a. <i>Advocate for client access to services provided within the field of social work. (PB 2.1.1a)</i></p> <p>b. <i>Practice personal reflection and self-correction to assure continual professional development. (PB 2.1.1b)</i></p> <p>c. <i>Maintain professional roles (i.e. as a professional social worker) and appropriate boundaries. (PB 2.1.1c)</i></p> <p>d. <i>Demonstrate professional demeanor in behavior, appearance, and communication. (PB 2.1.1d)</i></p> <p>e. <i>Engage in career-long learning (i.e. professional development). (PB 2.1.1e)</i></p> <p>f. <i>Use supervision and consultation. (PB 2.1.1f)</i></p>
<p><b>2. Apply social work ethical principles to guide professional practice. (EP2.1.2)</b></p>	<p>a. <i>Recognize and manage personal values in a way that allows professional values to guide practice. (PB 2.1.2a)</i></p> <p>b. <i>Making ethical decisions by applying standards of the National Association of Social Workers Code of Ethics. (PB 2.1.2b)</i></p> <p>c. <i>Tolerating ambiguity in resolving ethical conflicts. (PB 2.1.2c)</i></p> <p>d. <i>Apply strategies of ethical reasoning to get principled decisions. (PB2.2.2d)</i></p>

<b>DEPARTMENT COMPETENCIES and PRACTICE BEHAVIORS</b>		
<b>Competencies</b>		
<b>Practice Behaviors</b>		
3.	<p><b>Apply critical thinking to inform and communicate professional judgments. (EP2.1.3)</b></p>	<p>a. <i>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. (PB 2.1.3a)</i></p> <p>b. <i>Analyze models of assessment, prevention, intervention, and evaluation. (PB 2.1.3b)</i></p> <p>c. <i>Demonstrate effective oral and written communication in groups, organizations, communities, and colleagues. (PB2.1.3c)</i></p>
4.	<p><b>Engage in diversity and difference in practice. (EP2.1.4)</b></p>	<p>a. <i>Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. (PB 2.1.4a)</i></p> <p>b. <i>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. (PB 2.1.4b)</i></p> <p>c. <i>Recognize and communicate their understanding of the importance of difference in shaping life experiences. (PB 2.1.4c)</i></p> <p>d. <i>View themselves as learners and engage those with whom they work as informants. (PB 2.1.4d)</i></p> <p>e. <i>Identify evidence-based strategies for practice with older adults. (PB 2.1.4e)*</i></p>

<b>DEPARTMENT COMPETENCIES and PRACTICE BEHAVIORS</b>		
<b>Competencies</b>		<b>Practice Behaviors</b>
5.	<b>Advance human rights and social and economic justice. (EP2.1.5)</b>	<p><i>a. Understand the forms and mechanisms of oppression and discrimination. (PB 2.1.5a)</i></p> <p><i>b. Advocate for human rights and social and economic justice. (PB 2.1.5b)</i></p> <p><i>c. Engage in practices that advance social and economic justice. (PB 2.1.5c)</i></p> <p><i>d. Understand the global perspective of social work issues. (PB 2.1.5d)*</i></p>
6.	<b>Engage in research-informed practice and practice-informed research (EP2.1.6)</b>	<p><i>a. Use practice experience to inform scientific inquiry. (PB 2.1.6a)</i></p> <p><i>b. Use research evidence to inform practice. (PB 2.1.6b)</i></p>
7.	<b>Apply knowledge of human behavior and the social environment (EP2.1.7)</b>	<p><i>a. Use practice experience to inform scientific inquiry. (PB 2.1.6a)</i></p> <p><i>b. Use research evidence to inform practice. (PB 2.1.6b)</i></p>
8.	<b>Engage in policy practice to advance social and economic well-being and to deliver effective social work practice (EP2.1.8)</b>	<p><i>a. Analyze, formulate, and advocate for policies that advance social well-being. (PB 2.1.8a)</i></p> <p><i>b. Collaborate with colleagues and clients for effective policy action. (PB 2.1.8b)</i></p>
9.	<b>Respond to contexts that shape practice (EP2.1.9)</b>	<p><i>a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services. (PB 2.1.9a)</i></p> <p><i>b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. (PB 2.1.9b)</i></p>

## **DEPARTMENT COMPETENCIES and PRACTICE BEHAVIORS**

<b>Competencies</b>		<b>Practice Behaviors</b>
10.	<b>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (EP2.1.10 a-d)</b>	<p><i>a. Engagement</i></p> <p><i>Substantively and affectively prepare for action with individuals, families, groups, organizations and communities. (PB 2.1.10a1)</i></p> <p><i>Use empathy and other interpersonal skills. (PB 2.1.10a2)</i></p> <p><i>Develop a mutually agreed-on focus of work and desired outcomes. (PB 2.1.10a3)</i></p> <p><i>b. Assessment</i></p> <p><i>Collect, organize, and interpret client data. (PB 2.1.10b1)</i></p> <p><i>Assess client strengths and limitations. (PB 2.1.10b2)</i></p> <p><i>Develop mutually agreed-on intervention goals and objectives. (PB 2.1.10b3)</i></p> <p><i>Select appropriate intervention strategies. (PB 2.1.10b4)</i></p> <p><i>c. Intervention</i></p> <p><i>Initiate actions to achieve organizational goals. (PB 2.1.10c1)</i></p> <p><i>Implement prevention interventions that enhance client capacities. (PB 2.1.10c2)</i></p> <p><i>Help clients resolve problems. (PB 2.1.10c3)</i></p> <p><i>Negotiate, mediate, and advocate for clients. (PB 2.1.10c4)</i></p> <p><i>Facilitate transitions and endings. (PB 2.1.10c5)</i></p> <p><i>d. Evaluation</i></p> <p><i>Social workers critically analyze, monitor, and evaluate interventions. (PB 2.1.10d1)</i></p>

<b>DEPARTMENT COMPETENCIES and PRACTICE BEHAVIORS</b>		
<b>Competencies</b>		<b>Practice Behaviors</b>
<b>11.</b>	<b>Demonstrate appropriate knowledge and practice strategies to address social problems with the Black Diaspora.</b>	<p>a. <i>Evidence a historical knowledge of the Black Diaspora and the unique historical strengths and challenges this group has faced. (PB3.1a)*</i></p> <p>b. <i>Identify evidence-based intervention strategies that can be implemented at various levels to address Black social problems. (PB 3.1b)*</i></p>
<b>12.</b>	<b>Demonstrate a commitment to Christian Service within the community.</b>	a. <i>Identify biblical principles underlying Christian service and engage in service-learning activities. (PB 4)*</i>
<b>13.</b>	<b>Demonstrate a Christian disposition within the classroom and practice setting.</b>	a. <i>Evidence a consistent Christian disposition in practice. (PB 5)*</i>
<b>14.</b>	<b>Demonstrate Christian Social Work practice skills.</b>	a. <i>Demonstrate knowledge of the historical development of Christian social work practice and specific values associated with this perspective; apply Christian social work practice skills consistent with the NASW Code of Ethics and inclusive of key aspects of the Christianity. (PB6)*</i>

### **Operational Definition of Each Core Practice Behavior**

1. *Client Advocacy*
  - a. *Ability to see the unmet needs of clients and to intercede on behalf of clients.*
2. *Personal reflection and self-correction*
  - a. *Reflecting on one's life story and one's practice effectiveness*
  - b. *The ability to make changes to one's own life and to one's practice with clients*
3. *Professional Role (as a professional Social Worker )*
  - a. *Are members of the profession (NASW), understand the profession's mission (NASW) and its core values (Code of Ethics)*
  - b. *Knowledgeable about the profession's historical background and its relationship to contemporary social work practice*
  - c. *Committed to the profession's growth*
4. *Professional Conduct and Demeanor*
  - a. *Committed to maintaining high moral and social integrity*
  - b. *Engage in the profession's enhancement*
  - c. *Monitors personal behavior to ensure the consistent professional demeanor*
5. *Professional Boundaries*
  - a. *Maintain distance between two psychological or social systems (SW Dictionary)*

6. *Helps maintain professional relationships within various systems Professional Development*
  - a. *Attending conferences, workshops, in-service training by the Department or at the student's field placement agency*
  - b. *Active participation in social work leadership development opportunities (i.e. Social Work Club, Phi Alpha)*
7. *Supervision (Social Work)*
  - a. *Overseeing the general performance of the practicum student*
8. *Consultation*
  - a. *Receiving advice or information that will provide insight towards achieving a particular task*
9. *Ethics & Values*
  - a. *Understanding and applying social work ethics and values within practice*
  - b. *Knowledgeable concerning the profession's ethical standards (NASW Code of Ethics)*
10. *Ethical Decision Making*
  - a. *Apply ethical principles in conduct*
  - b. *Apply ethical decision making in practice*
11. *Relevant Laws*
  - a. *Being able to identify relevant laws that affect practice (local, state, federal)*
12. *Apply Critical Thinking*
  - a. *Apply the principles of logic, scientific inquiry and reasoned discernment within practice*
13. *Evidence-based Practice*
  - a. *"The conscientious, explicit, and judicious use of current best evidence in making decisions about the care of individuals" (Sackett, Richardson, Rosenberg, and Haynes, 1997, in Gambrill 1999)*
14. *Professional Judgment in Practice*
  - a. *Ability to communicate purposefully, clearly, with knowledge and wisdom*
  - b. *Ability to synthesize and communicate relevant information*
15. *Diversity and Difference - Engage diversity in practice*
  - a. *Understand how diversity and difference characterizes and shapes the human experience*
  - b. *Understand that diversity is critical for the formation of identity*
16. *Oppressive Concepts*
  - a. *The state or feeling of being heavily burdened mentally, physically, by troubles or adverse conditions*
17. *Identity*
  - a. *The various forms in which identity is developed among humans*
  - b. *Includes – Social, racial, sexual orientation, gender*
18. *Advancing human rights*
  - a. *Possessing the knowledge that each person regardless of position has the right to basic human rights which includes: the right to freedom, safety, privacy, adequate standard of living, healthcare and education*
  - b. *Possessing the skills and being willing to advocate on behalf of clients whose human rights have been violated*
19. *Advance social and economic justice*
  - a. *Recognize the global interconnectedness of oppression*
  - b. *Know the theories of justice*
  - c. *Apply strategies to promote human and civil rights*
  - d. *Incorporate social justice practices in organizations, institutions, and society to ensure equal distribution without prejudice*
20. *Scientific Research*
  - a. *Engage in research informed practice*
  - b. *Use practice experience to inform research*
  - c. *Employ evidenced based intervention*
  - d. *Utilize research findings to improve practice, policy and service delivery*
  - e. *Quantitative & Qualitative Research*
21. *Employ Quantitative & Qualitative Research*
  - a. *Conduct Quantitative and Qualitative Research*

22. *Demonstrate an understand of the importance of ethics in research*
23. *Apply knowledge of HBSE*
- a. *Apply HBSE knowledge across the lifespan*
  - b. *Identify and relate the range of social systems to practice*
  - c. *Identify the various social systems that promote or deter people from achieving health and well-being*
  - d. *List various theories and knowledge from the liberal arts curriculum that enable them to understand people from a :*
    - ii. *Biological perspective*
    - iii. *Social perspective*
    - iv. *Cultural perspective*
    - v. *Spiritual development perspective*
24. *Policy and Practice*
- a. *Analyze, formulate, and advocate for policies that advance social well-being*
  - b. *Collaborate with colleagues and clients for effective policy action.*
25. *Changing Context*
- a. *Respond to contexts that shape practice*
  - b. *Demonstrate that social practice consists of current practice evidence (being informed)*
  - c. *Demonstrate the ability to react proactively to the changing dynamics encompassed in social work practice*
  - d. *Demonstrate competency, resourcefulness and the ability to be proactive in responding to current and evolving practice issues within various systems*
26. *Engage, assess, intervene, and evaluate within various systems (Micro, Mezzo, Macro)*
- a. *Demonstrating competence in being able to effectively engage, assess, intervene, and evaluate within various systems*
  - b. *Identifying the knowledge and skill sets required to work with people in different systems (i.e. individual, families, groups, organizations and communities)*
27. *Black Perspective*
- a. *Knowledge, strengths, challenges of Black Diaspora*
  - b. *Intervention strategies*
28. *Christian Service*
- a. *Active participation in community service learning activities*
  - b. *Development and execution of community-based projects*
29. *Christian Disposition*
- a. *Evidencing the biblical characteristics of the "Fruit of the Spirit (as found in Galatians 6 ), in daily student interactions within the classroom, field agency, and community*
  - b. *The Christian perspective envisions the social worker as a partner with God in work of restoring mankind to the position lost by Adam in the fall in Eden. Jesus is viewed as the Master Social Worker, and is the model for Christian social workers to emulate. Jesus is still intimately involved in the affairs of mankind and is a present force in clinical interactions in social work interventions. Seventh-day Adventist social workers combine a commitment to high moral standards within the context of religious liberty. Evidence of a vibrant Christianity is evidenced by a Christian disposition radiating in all social contexts.*
30. *Christian Social Work Practice Perspective*
- a. *Being able to implement biblically based principles of social work practice*



## **Portfolio Checklist**

**Please review each section listed below to ensure that you have collected and submitted all of the required Portfolio sections**

### **Title Page**

- Did you include your professional photos ready?
- Don't forget your name, classification, major and date.
- Include SHORT quote that represents "your" personal motto.

### **Personal Mission Statement**

- Your personal statement should explain what you believe forms the basis for your commitment to serve as a Christian Social Worker. Must contain a scriptural verse and is to be 1 page MINIMUM.

### **Statement of Purpose/ Philosophy**

- Should discuss who you are.
- Share some basic details about your life that brought you to this point in your life,
- Discuss your professional interests.
- Specify plans you have for your career upon graduation.
- Write your purpose with appeal, enthusiasm, and uniqueness, to entice the readers and stand out.

### **Career Pursuit Information**

- Include your professional resume (see page 8 for suggested outline).

### **Professional Development & Achievements**

- Provide copies of items that you have developed or completed that may relate to your professional development and discuss. For example
  - (a) Certificates of attendance at workshops, conferences
  - (b) Conference brochures

### **Leadership Development**

- List the offices you have held in the Social Work Club and /or Phi Alpha. How have these position aided your professional growth?
- Include a list of various Social Work related leadership experience.
- Provide a brief summary on your responsibilities, accomplishments, experience, strengths, and challenges.

### **Samples of BEST Work**

- Select social work papers from the designated courses that reflect your **BEST** scholarly effort (papers must have a grade of 80% or above). Papers should be taken from the following areas:
  - SW454 Field Instruction
  - SW 452 General Methods of Mezzo Practice **OR**
  - SW 451 General Methods of Micro Practice

- SW 420 Research in Social Work
- SW390 Christian Philosophy of Social Work
- SW380 Welfare Policies
- SW334 Understanding Diversity on Oppression
- SW330/331 HBSE
- SW320 Social Work Theories
- Select five upper division Social Work oral presentation rubric grades which reflect you **BEST** oral presentation efforts.
  - Rubrics should show written comments that you have received from faculty
  - Each sample **MUST** include the rubric grade you received.

**Five Year Plan**

- Include a copy of your Five Year Plan

**Personality Tests**

- Discuss what you have learned from about yourself based on the personality tests you took during the Admission process.
- Review the results and write a short summary of the following based on the test.
  - Highlight what each test revealed about you
  - Include strengths and challenges
  - Reflect on your personal and professional journey since your admission to the Department and highlight specific ways in which you have grown since then. How do you know this? What evidence do you have of your growth?
  - Discuss some of the challenges that you still must overcome and what you will do to address each challenge.

**Fall Senior Field Evaluations**

- Include a copy of your Fall and Spring Learning Agreements and Field Evaluation
- Provide a short written self-evaluation of your growth and development in field using components of your written evaluations to support your statements
- One page maximum

**Disposition Evaluations**

- Provide at least five examples of your completed Disposition Forms from your Social Work courses (please do not use the same professor more than twice)
- Provide a one page summary of what you learned about yourself based on these evaluations.

**A Life Skill Mentor**

- In one page or less discuss the importance of a mentor and identify someone who would like to serve as a social work mentor. State

why you chose this individual and the qualities that the individual possesses that will be an asset to you.



### **Practice Behaviors**

- In no more than one paragraph for each practice behavior, develop a written response of how you were able to fulfill or accomplish each of these Department Competencies through the **Practice Behaviors** within the Social Work program.
- Paragraph discussing your achievement of each of the **Practice Behaviors** within the 14 competency areas:
  - Identify as a professional social worker and conduct oneself accordingly.
    - **6 Practice Behaviors**
  - Apply social work ethical principles to guide professional practice.
    - **4 Practice Behaviors**
  - Apply critical thinking to inform and communicate professional judgments.
    - **3 Practice Behaviors**
  - Engage in diversity and difference in practice.
    - **5 Practice Behaviors**
  - Advance human rights and social and economic justice.
    - **4 Practice Behaviors**
  - Engage in research-informed practice and practice-informed research.
    - **2 Practice Behaviors**
  - Apply knowledge of human behavior and the social environment.
    - **2 Practice Behaviors**
  - Engage in policy practice to advance social and economic well-being and to deliver effective social work practice.
    - **2 Practice Behaviors**
  - Respond to contexts that shape practice with individuals, families, groups, organizations, and communities.
    - Engage
      - **4 Practice Behaviors**
    - Assess
      - **4 Practice Behaviors**
    - Intervene
      - **5 Practice Behaviors**
    - Evaluate
      - **4 Practice Behaviors**
  - Demonstrate appropriate knowledge and practice strategies to address social problems with the Black Diaspora.
    - **2 Practice Behaviors**

- *Demonstrate a commitment o Christian Service within the community.*
  - *1 Practice Behavior*
- *Demonstrate a Christian disposition within the classroom and practice setting.*
  - *1 Practice Behavior*
- *Demonstrate Christian Social Work practice skills.*
  - *1 Practice Behavior*

### ***References***

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Gambrill, E., and Gibbs, L. (1996). Critical thinking for social workers: A workbook. Thousand Oaks, CA. Pine Forge Press.

[http://colby-sawyer.edu/campus-life/career/search\\_prep/portfolios.html](http://colby-sawyer.edu/campus-life/career/search_prep/portfolios.html)

Mburikura, J. (2006). Portfolio Handbook. Department of Education, Oakwood University.

Rosegrant, A. (2004). *The student portfolio in social work education*. Journal of Teaching in Social Work. 24. 87-102.

White, E. (1951). Counsels on Health. Pacific Press. Nampa, ID.