BSW Portfolio Capstone
Student Manual
2016-2017
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Introduction

The BSW program at Southern Adventist University utilizes a portfolio process as a capstone for all graduating BSW seniors. This portfolio process entails the creation of a comprehensive online portfolio that includes the 10 CSWE core competencies and products that exemplify the student's ability to demonstrate these core competencies. Additionally, students will complete a portfolio presentation towards the end of their senior year. These elements are required for the proper completion of their BSW program.

The Purpose of a BSW Professional Portfolio

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

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

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

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

How should my BSW portfolio be structured?

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

- Welcome Page—provide picture(s), professional/ personal “story”, mission statement, and
career goals. See page 4 for more details.

- Resume Page—provide a complete resume
- Core Competencies—10 total (see pages 4-5 for more details on how these pages should be structured)
  - Practice Behaviors listed on each competency page (respective course and field experiences are provided; each evidence has a reflective rationale for its significance as an evidence)
- Service Activities—see page 5 for more details on how this page should be set-up
- Certificates and Trainings—see page 6 for more details

Main BSW Portfolio Pages

Welcome Page:

This page should be professional, informative and inviting. The following elements should be included in the welcome page of your portfolio:

- Picture(s),
- Professional information about the student.
- Professional goals
- Professional mission statement

Resume Page:

Included on this page should be your complete professional resume or curriculum vitae (CV), if applicable. Include internship experiences as well as related job experiences. Your resume/CV should be professional, complete and exhaustive of your related experiences.

Core Competency Pages:

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

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

**Evidences (coursework and field)**

Once you have created a subpage for each competency and have included the respective, complete title, you will be required to upload specific evidences (coursework and field experiences) to each core competency pages. This is the core of your portfolio and is your opportunity to showcase the coursework and field experiences that demonstrate your proficiency in demonstrating each of the core competencies.

For your evidences be sure to adhere to the following:

- Each competency is supported with two evidences, with at least one of these evidences being from field. The only exception to this is for Competency 10 where three evidences are required, with at least one evidence from field.
- Each coursework evidence should be at a graded level of 80% or higher. If an assignment was graded at a level lower than 80%, the student should correct the assignment to achieve a minimum standard of 80% or higher.
- Each evidence has a reflective rationale for its significance and relevance to the competency. You should professionally articulate what about that assignment or field experience helped you to develop proficiency for that competency.
- **Important reminders for confidentiality:**
  - Student ID should be removed from all assignments before uploading to your portfolio site.
  - Any coursework or field evidence that contain client or student identifying information should be removed. This promotes confidentiality and privacy. Use pseudonym and do not use any real identifiers (first name, initials, etc.)

See pages 11-13 for a list of the specific coursework portfolio products (evidences) and the respective competencies where they can be applied.

**Service Activities Page:**

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

1. Make a “**Service Activities**” page on your SWPRO site.
2. Upload a scanned copy of **Activity Verification** form (which can be found in this manual and the BSW Student Handbook) for each community service event.
3. Students may choose to provide pictures or a short description of the event; each student is held accountable for uploading these documents. This process may be utilized to award a student with the Ed Lamb Community Service award. Additionally, the Service Activities page may be used by prospective practicum sites, employers, professors, etc. If a student is actively participating in community service, it reflects positively on the student and their commitment to the values of the social work profession. At the top of page 6, there is a sample of what an uploaded service activity looks like.
Service Activities

Value: Service

**Ethical Principle:** Social workers’ primary goal is to help people in need and to address social problems. Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service) (NASW Code of Ethics, 2008).

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

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

http://students.swpro.org/start/2013/08/06/uploading-files-to-wordpress/

See Appendix page 21 to view the Activity Verification form.

Certificates and Trainings Page:

This page will include any awards or training certificates you have received that are related to your career and academics. Provide any documentation of certificates, awards and/or trainings along with a short description of the certificate/training.

**Other Expectations for Your Portfolio Site**

Your overall portfolio should be attractive, creative, professional, and thoroughly edited for grammatical, spelling and punctuation. Additionally, your portfolio should include pictures, multi-media products to enhance visual appeal. Lastly, and most importantly, your portfolio should demonstrate a collection of coursework and field experiences that portray your proficiency in the 10 core CSWE competencies. It should also contain strong, professional reflection of your learning outcomes.

**Sample Portfolio Sites:**

The following portfolio websites have been selected as strong examples of a completed BSW portfolio:

- [http://students.swpro.org/kayliedobbs/](http://students.swpro.org/kayliedobbs/)
- [http://students.swpro.org/crerarlindsey](http://students.swpro.org/crerarlindsey)
- [http://students.swpro.org/krystlec](http://students.swpro.org/krystlec)
Accessing Your Portfolio

Below are directions on how to access your portfolio site:

1. Once your portfolio is created by administration, you will receive an introduction email with your username and password. (Southern username and password)
2. Go to: www.swpro.org
3. At the bottom, left hand corner of the webpage click on “My Portfolio”.
4. When you are directed to a new page, enter your username and password provided to you via email.

Navigating the SWPRO Site

Click on “Portfolio Lists” to view your portfolio site (arranged alphabetically by last name).

Click on “Support Center” to access tutorial videos, guides, step-by-step instructions, and FAQ’s.
How to Create a Page on Your Portfolio Site

1) Once you have logged-in, hover over “My Sites” and your name will appear in a drop down menu. Hover over your name and another drop down menu will appear. Click on “Dashboard” (pictured below).

2) Once you are in the Dashboard, click on “Pages” (pictured below).

3) A drop down box will appear, click “Add New” (pictured below).
4) Type in the name of the page you are wanting to create (pictured right). A “Core Competencies” page is essential in the development of your portfolio. Be sure to include this page.

5) Once you have typed in the title of your page and added any content, click “Publish” (pictured bottom right).

6) After you have clicked “Publish,” a yellow box will appear on your screen below the “Edit Page” title. The text in the box will indicate whether your page was successfully published or not (pictured below).

7) In the same yellow box mentioned in Step 6, you will have the option to “View Page.” It is suggested that you do this to make sure that the page is formatted and includes the content you wish. To do so, click “View Page” (pictured below).

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

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

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

3) Before publishing the page, be sure to make the page a subpage under a parent page, by clicking on the drop down arrow under “Parent” and then choose the parent page, in this case, “Core Competencies” (pictured below).

4) Once you have chosen the parent page, click “Publish.”

5) Just as you did to create the parent page, you may chose to “View Page” this is inside the yellow box that pops up following a successful publishing of the page. If chosen, you will see a preview of your subpage.

6) After you have clicked, “View page” and have been directed to the preview of your subpage, you will see under your parent page “Core Competencies”, there is now a subpage, “Professionalism”. Whenever your parent page is hovered over, a drop down menu will appear with your subpages.
BSW Course Portfolio Products

10 Core, CSWE Competencies

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

<table>
<thead>
<tr>
<th>Course</th>
<th>Portfolio Products from Coursework</th>
<th>Main Learning Plan Competency</th>
<th>Additional Competencies Addressed</th>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW 310 SW Practice with Individuals &amp; Families</td>
<td>Assessment Interview Project #1</td>
<td>10</td>
<td>1, 2, 3, 7, 9</td>
<td>10.a.1, 10.a.3, 10.b.1, 10.b.2, 10.c.3, 10.c.5.</td>
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<tr>
<td></td>
<td>Case Management Interview Project #2</td>
<td>10</td>
<td>1, 3, 7, 9</td>
<td>10a-c</td>
</tr>
<tr>
<td></td>
<td>Case Presentation</td>
<td>1 &amp; 10</td>
<td>6 &amp; 3</td>
<td>1.4 6.2</td>
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<tr>
<td>SOCW 311 Human Behav. &amp; Social Environment I</td>
<td>Literature Review Paper</td>
<td>6 &amp; 7</td>
<td>7, 1, 2, 3, 5</td>
<td>6.1 7.2 1.1 2.1 3.1 5.1, 5.2. (depending on the topic)</td>
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<tr>
<td>SOCW 312 Human Behav. &amp; Social Environment II</td>
<td>Literature Review Paper</td>
<td>6 &amp; 7</td>
<td>1, 2, 3, 5</td>
<td>6.1 7.2 1.1 2.1 3.1 5.1, 5.2. (depending on the topic)</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Assignments</td>
<td>Notes</td>
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<td>-------------</td>
<td>--------------</td>
<td>-------------</td>
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</tr>
<tr>
<td>SOCW 319</td>
<td>SW Practice</td>
<td>Program Evaluation Paper/ Presentation</td>
<td>10 &amp; 3</td>
<td>3.2, 3.3, 9.1, 10.c.5, 10.d.1</td>
</tr>
<tr>
<td></td>
<td>with groups, organizations and communities</td>
<td>Group Facilitation Video Critiques (peer review and self-evaluation)</td>
<td>10</td>
<td>10 a-c, 1.2, 1.3, 1.4, 1.6, 2.1, 2.3, 3.3, 9.1, 7.1, 7.2</td>
</tr>
<tr>
<td>SOCW 391</td>
<td>Jr. Field Practicum</td>
<td>Organizational Assessment</td>
<td>10 &amp; 9</td>
<td>3.2, 4.4, 9.1, 10.a.1, 10.b.1, 10.b.2, 10.d.1</td>
</tr>
<tr>
<td>SOCW 434</td>
<td>Social Welfare Issues &amp; Policy</td>
<td>Policy Brief</td>
<td>5 &amp; 8</td>
<td>5.2, 5.3, 8.1, 8.2, 1.1, 3.1, 3.2, 2.4, 6.1, 6.2, 9.1, 9.2</td>
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<td></td>
<td></td>
<td>Opinion Editorial</td>
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<td></td>
<td>Policy Debate</td>
<td>3, 4, 5, 8</td>
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<td>SOCW 441</td>
<td>Integrative Seminar I</td>
<td>Integration of Faith and Practice Paper</td>
<td>1 &amp; 2</td>
<td>1.2, 2.1, 4.2</td>
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<td>Integrative Seminar II</td>
<td>Self-Assessment Paper</td>
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<td>Research Methods</td>
<td>Quantitative &amp; Qualitative Research Proposal</td>
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<tr>
<td></td>
<td></td>
<td>Single-Subject Design Proposal &amp; Presentation</td>
<td>6</td>
<td>6.1, 6.2, 3.1, 3.2, 3.3, 7.1, 7.2, 9.1, 1.2, 1.4, 10.a.2, 10.a.3, 10.b.3, 10.d.1</td>
</tr>
</tbody>
</table>
**BSW Signature Assignments (not required)**

The following “signature” assignments are **NOT** required to include in your portfolio. However, if you have these course assignments and choose to include them, the table below outlines which competencies relate to each assignment.

<table>
<thead>
<tr>
<th>Course</th>
<th>Signature course products</th>
<th>Main Learning Plan Competency</th>
<th>Additional Competencies Addressed</th>
<th>Practice Behaviors</th>
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</thead>
<tbody>
<tr>
<td><strong>SOCW 211 Intro to Social Work</strong></td>
<td>NASW Code of Ethics and Values Paper</td>
<td>2</td>
<td>1, 4</td>
<td>2.1, 1.2, 1.3, 4.3</td>
</tr>
<tr>
<td></td>
<td>Social Work Immersion Experience Project (shadowing experience, research assignment, and oral presentation)</td>
<td>1 &amp; 3</td>
<td>1, 3, 4, 5, 6</td>
<td>1.4, 1.5, 3.1, 4.3</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>5.1, 6.1</td>
</tr>
<tr>
<td><strong>SOCW 212 Social Welfare as an Institution</strong></td>
<td>Out-of-Class Experiential Learning (city bus tour, social policy debate attendance, and reaction papers)</td>
<td>8</td>
<td>4, 5, 9</td>
<td>4.1, 5.1, 8.1, 9.1</td>
</tr>
<tr>
<td></td>
<td>Journal Article Analysis</td>
<td>6</td>
<td>3</td>
<td>3.1, 6.2</td>
</tr>
<tr>
<td><strong>SOCW 213 Interviewing Skills</strong></td>
<td>Empirical Articles Project</td>
<td>6</td>
<td>3, 1</td>
<td>6.2, 3.1, 1.5</td>
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<tr>
<td></td>
<td>Fifteen minute video interview/process recording</td>
<td>10</td>
<td>1, 3</td>
<td>10.a.1, 10.a.2, 10.a.3, 10.b.2, 10.b.3, 1.2, 1.3, 1.4, 3.3</td>
</tr>
<tr>
<td></td>
<td>Skills &amp; Values Paper</td>
<td>2</td>
<td>1, 3</td>
<td>2.1, 2.2, 1.2, 1.3</td>
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<td>3.3</td>
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</tbody>
</table>
BSW Portfolio
Presentation
Expectations
**BSW Capstone Presentation FAQ's**

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

**Can I opt out of presenting my portfolio and still graduate?**
The portfolio and portfolio presentation are embedded pieces in the BSW curriculum and are required of all graduating BSW seniors. Additionally, the creation of the portfolio and completion of the presentation are required elements to pass SOCW 442: Integrative Seminar II, which is a required BSW core course. A student is unable to pass SOCW 442: Integrative Seminar II (thus jeopardizing graduation) without satisfying these course expectations.

**How much of my grade is reflected by my portfolio representation?**
See the SOCW 442: Integrative Seminar II syllabi for more information on the point value assigned for both the portfolio and portfolio presentation. It must also be emphasized that a student will not be able to pass SOCW 442: Integrative Seminar II without completing both the portfolio and portfolio presentation.

**Where will I be presenting?**
All portfolio presentations will occur towards the end of the second semester of the senior year. Details regarding the date, time and location of the presentation will be provided to seniors through their SOCW 442: Integrative Seminar II Course.

**Who will I be presenting with?**
On the designated date, all BSW seniors will be divided at random, and will present their individual portfolio presentation.

**How many people will be watching me present?**
This will vary based on the student. In general, there will be designated evaluators from the School of Social Work and whomever else the student may invite, along with other seniors who may attend.

**When will I receive my grade on my portfolio and portfolio presentation?**
For specific grading questions, including grading timeline, please contact the professor for SOCW 442: Integrative Seminar II.
**Portfolio Presentation Guidelines - Oral Portion**

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

- Student will review their field experience in relation to five of the competencies. The student can select three of the competencies, but all students must discuss their experience and competency with Research (Competency 6) and Policy (Competency 8).
- Students should NOT review all of the 10 competencies since time will not permit a proper experiential account for all. Instead, the presentation should be shared in a narrative form where the field work and course work experiences highlight the five competencies. The goal is not to recite a checklist of experiences. Instead the student should share his/her experiences both in the classroom and in field and should integrate how those experiences demonstrated the respective competency(s). To help, think of your more meaningful learning experiences in field and then weave in how the five, selected competencies were demonstrated during that experience.

*Students may refer to the BSW Portfolio Presentation Assessment form (see pages 22-25 in the Appendix) to know how they will be assessed during their portfolio presentation.*
Portfolio Preparation Timeline

The School of Social Work will facilitate all evaluator scheduling, along with room and student assignment.

Four weeks prior to the Portfolio Presentation Date -

1. Students will complete their self-evaluation using the “BSW Portfolio Checklist” form (refer to the Appendix).
2. Any errors or missing components found during the self-evaluation process should be corrected BEFORE the peer review process.
3. Integrative Seminar professor will pair students so that peer review will be provided for each student.
4. Any errors found during the peer review process provided should be corrected PRIOR to the faculty advisor review.
5. Once the portfolio is semi-final (all corrections based on review are made) forward this draft of the portfolio link to your faculty advisor for a final review and evaluation. The faculty advisor will then return the completed evaluation to the student who will then submit it to their Integrative Seminar Professor for final approval of their presentation.

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

- BSW Portfolio Assessment form (see pages 22-25 in the Appendix) is completed and ready for review by the Integrative Seminar professor. The Integrative Seminar professor will review and return with comments.

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

Once the portfolio is completed the BSW student will complete the “student review” portion of the BSW Portfolio Checklist (see pages 22-27 in the Appendix). This checklist will help the student identify the professional appearance and depth of experience that need to be reflected in the online document. It includes a review of:

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

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

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

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

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

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

Once the student has completed the “student review” portion of the BSW Portfolio Checklist and has made all edits to his/her portfolio so that it is in a semi-final version, then they should have a peer in their cohort complete the “peer review” portion of the BSW Portfolio Checklist on their portfolio. Once that peer feedback is received, the student should update their portfolio accordingly. Hence, by the time the Advisor does his/her review of the student’s portfolio it should be in a final version with little to no corrections needed because the student has been updating the portfolio based on their self review and peer review. Students should NOT request the advisor review until their portfolio is in a final stage of review.

BSW Portfolio Presentation Expectations
**Competencies**

Before the presentation, students must fill out the *BSW Portfolio Presentation Assessment Form* with the competencies and practice behaviors they plan to address. Below is an example of how a student should fill out the form.

Reminder: Students are required to present **at least five of the competencies listed below**, with two competencies being Research (Competency 6) and Policy (Competency 8). Students must provide **two** evidences per competency (with the exception of Competency 10 which must have three evidences), with at least one of from field. Students can certainly exceed these minimums as long as the requirements have been met.

**Example of Completed Sections**

**Competencies Covered (Minimum of 5 required)**

1. Competency covered: 6 - Engage in research-informed practice and practice-informed research
   - Evidence from School: Literature review from HBSE Practice Behavior Covered: 6.2
   - Evidence from Field: Music Therapy Intervention Plan Practice Behavior Covered: 6.1
   - Additional Evidence: Single Subject Design Presentation Practice Behavior Covered: 6.2

**Rate the student based on the professional behavior evaluation scale – circle the best answer:**

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

When the student is done filling out the first section, they are to fill in the Remaining Competencies from Portfolio section with the remaining competencies that were not covered in the presentation, as exemplified below:

**Remaining Competencies from Portfolio**

Students: Please list evidences for the remaining competencies that were not covered in your presentation.

7. Additional Competency: 9 - Respond to contexts that shape practice
   - Evidence from School: Self-assessment of “Big 5” test Practice Behavior Covered: 9.1
   - Evidence from Field: Reaction report to staff trainings Practice Behavior Covered: 9.1
   - Additional Evidence: PowerPoint for staff training Practice Behavior Covered: 9.2

*Note: Please refer to the BSW Portfolio Presentation Assessment form for further clarification.*
Appendix
Activity Verification Form

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

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

Date of Activity: _______________
Amount of Time Spent on this Activity (in hours/minutes): ______ hrs ______ min(s)
Student Name: ____________________________________________

Description of Activity:  
_____Club Sponsored Activity (Community Service)  
_____Church-affiliated Community Service  
_____Southern-affiliated Community Service  
_____ Other

Please describe the activity:

___________________________________________________________
___________________________________________________________
___________________________________________________________

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

___________________________________________________________
___________________________________________________________
___________________________________________________________

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

___________________________________________________________
___________________________________________________________
___________________________________________________________

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

__________________________   ______________________________
Signature of Student      Supervisor Present

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

<table>
<thead>
<tr>
<th>Student Name: Portfolio Website Address:</th>
<th>Student Review</th>
<th>Peer Review</th>
<th>Adviser Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly Evident</td>
<td>Somewhat Evident</td>
<td>Not Evident</td>
<td>Clearly Evident</td>
</tr>
<tr>
<td><strong>Welcome Page</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--Creative and professional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--Picture(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--Professional/personal “story”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professional Career Overview</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--Mission statement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--Career goals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Resume</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--Professional appearance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--Complete and exhaustive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Competencies Overview</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--Brief explanation of each on a single page</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--All 10 have topic headings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evidences coursework &amp; field - Core Portfolio</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--Inserted under competency topic heading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--Each competency is supported with two items of evidence with at least</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service Activities</td>
<td>Certificates and Trainings</td>
<td>Overall Presentation</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------</td>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td>--Provides scanned copies of completed Activity Verification forms</td>
<td>--Provides any documentation of certificates and trainings</td>
<td>--Included nice variety of multi-media products</td>
<td></td>
</tr>
<tr>
<td>--Provides a short description of the event</td>
<td>--Provides a short description of the certifications and/or trainings</td>
<td>--Nice pictures provide evidence</td>
<td></td>
</tr>
</tbody>
</table>
--Design is attractive
--Design is creative
--Design is professional
--Portfolio demonstrates collection of coursework & field evidences
--Portfolio demonstrates strong professional reflection of learning outcomes

<table>
<thead>
<tr>
<th>Text Edit and Proofing</th>
</tr>
</thead>
<tbody>
<tr>
<td>--Thorough edit</td>
</tr>
<tr>
<td>--Grammatically sound</td>
</tr>
<tr>
<td>--Spelling checked</td>
</tr>
<tr>
<td>--Punctuation correct</td>
</tr>
<tr>
<td>--Format is uniform across entire e-folio</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology Proofing</th>
</tr>
</thead>
<tbody>
<tr>
<td>--All links work</td>
</tr>
<tr>
<td>--All multi-media products function correctly</td>
</tr>
</tbody>
</table>

Additional Comments:

Advisor Name: | Date: |
---: | ---: |

Peer Reviewer Name: | Date: |
---: | ---: |
BSW PORTFOLIO PRESENTATION ASSESSMENT

Portfolio URL: ________________________________

BSW Candidate: ___________________ Faculty Evaluator: ___________________ Date: ___________

Competency Achievement Assessment: Students are required to present at least five of the competencies listed below, with two of the competencies being Research (Competency 6) and Policy (Competency 8). Students must provide two evidences per competency (with the exception of Competency 10 which must have three evidences), with at least one evidence from field work.

Core Competencies

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Competencies Addressed in the Presentation (minimum of 5 required)

1. Competency addressed: 6 - Engage in research-informed practice and practice-informed research
   • Evidence from School: ___________________ Practice Behavior Covered: ______
   • Evidence from Field: ___________________ Practice Behavior Covered: ______
   • Additional Evidence: ___________________ Practice Behavior Covered: ______

Rate the student based on the professional behavior evaluation scale – circle the best answer:

1 - Unsafe Performance 2 - Beginner Performance 3 - Standard Performance 4 - Professional Performance 5 - Exceptional Performance
2. Competency addressed: 8- Engage in policy practice to advance social and economic well-being and to deliver effective social work services

- Evidence from School: ____________________________ Practice Behavior Covered: ________
- Evidence from Field: ____________________________ Practice Behavior Covered: ________
- Additional Evidence: ____________________________ Practice Behavior Covered: ________

**Rate the student based on the professional behavior evaluation scale – circle the best answer:**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsafe</td>
<td>Beginner</td>
<td>Standard</td>
<td>Professional</td>
<td>Exceptional</td>
</tr>
</tbody>
</table>

3. Competency addressed:

- Evidence from School: ____________________________ Practice Behavior Covered: ________
- Evidence from Field: ____________________________ Practice Behavior Covered: ________
- Additional Evidence: ____________________________ Practice Behavior Covered: ________

**Rate the student based on the professional behavior evaluation scale – circle the best answer:**

<table>
<thead>
<tr>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsafe</td>
<td>Beginner</td>
<td>Standard</td>
<td>Professional</td>
<td>Exceptional</td>
</tr>
</tbody>
</table>

4. Competency addressed:

- Evidence from School: ____________________________ Practice Behavior Covered: ________
- Evidence from Field: ____________________________ Practice Behavior Covered: ________
- Additional Evidence: ____________________________ Practice Behavior Covered: ________

**Rate the student based on the professional behavior evaluation scale – circle the best answer:**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Unsafe</td>
<td>Beginner</td>
<td>Standard</td>
<td>Professional</td>
<td>Exceptional</td>
</tr>
</tbody>
</table>

5. Competency addressed:

- Evidence from School: ____________________________ Practice Behavior Covered: ________
- Evidence from Field: ____________________________ Practice Behavior Covered: ________
- Additional Evidence: ____________________________ Practice Behavior Covered: ________

**Rate the student based on the professional behavior evaluation scale – circle the best answer:**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsafe</td>
<td>Beginner</td>
<td>Standard</td>
<td>Professional</td>
<td>Exceptional</td>
</tr>
</tbody>
</table>
Remaining Competencies in Student's Portfolio

Students: Please list evidences for the remaining competencies that were not covered in your presentation.

6. Additional Competency: _______________________________________________________________
   • Evidence from School: __________________________________ Practice Behavior Covered: 
   • Evidence from Field: __________________________ Practice Behavior Covered: 
   • Additional Evidence: ___________________________ Practice Behavior Covered: 

7. Additional Competency: _______________________________________________________________
   • Evidence from School: __________________________________ Practice Behavior Covered: 
   • Evidence from Field: __________________________ Practice Behavior Covered: 
   • Additional Evidence: ___________________________ Practice Behavior Covered: 

8. Additional Competency: _______________________________________________________________
   • Evidence from School: __________________________________ Practice Behavior Covered: 
   • Evidence from Field: __________________________ Practice Behavior Covered: 
   • Additional Evidence: ___________________________ Practice Behavior Covered: 

9. Additional Competency: _______________________________________________________________
   • Evidence from School: __________________________________ Practice Behavior Covered: 
   • Evidence from Field: __________________________ Practice Behavior Covered: 
   • Additional Evidence: ___________________________ Practice Behavior Covered: 

10. Additional Competency: _______________________________________________________________
    • Evidence from School: __________________________________ Practice Behavior Covered: 
    • Evidence from Field: __________________________ Practice Behavior Covered: 
    • Additional Evidence: ___________________________ Practice Behavior Covered: 

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

Overall Portfolio Presentation Commendations/Observations:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Faculty Evaluator’s Signature ___________________________ Date ___________________________