



SOUTHERN
ADVENTIST UNIVERSITY

School of Social Work

BSW Portfolio Capstone Student Manual

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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 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 **page 4** 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 15-17 for a list of the specific course work 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. Below 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 23 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/crerarlindsey>

- <http://students.swpro.org/krystlec>

Accessing Your Portfolio

The process on how to access your portfolio is below:

1. Once your portfolio is created by administration, you will receive an introduction email which will provide a link to Eclass (www.eclass.e.southern.edu).
2. Go to Eclass and log-in using your Southern username and password.
3. Once logged in select any of your BSW courses.
4. On each BSW course page in the first topic, click on **“Click Here to access your Social Work Portfolio on the School of Social Work Portfolios Hub.”**

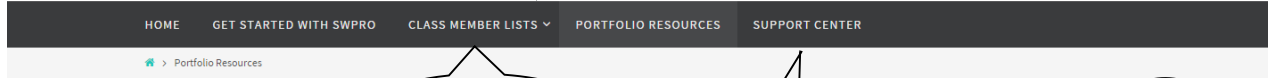
Navigating the SWPRO Site

Social Work Portfolios

Southern Adventist University, School of Social Work

Select your respective
BSW class cohort to
access your portfolio

"SWPRO" is an asset of the School of Social Work at Southern Adventist University. www.southern.edu



Useful Links

How To:

We have a new help site!

[VISIT HELP SITE](#)

Other Useful Links:

[LOGIN to your portfolio](#)

[IAASW](#)

[Apply to the BSW Program](#)

[Email SWPRO Support Team](#)

Click here to access
Example Portfolios

Click here to access
tutorial
videos,
guides, step-
by-step
instructions,
and FAQs!



Click here
to log in
to your
Portfolio

Meta

[Log in](#)

Entries [RSS](#)

Comments [RSS](#)

[WordPress.org](#)

Portfolio Resources

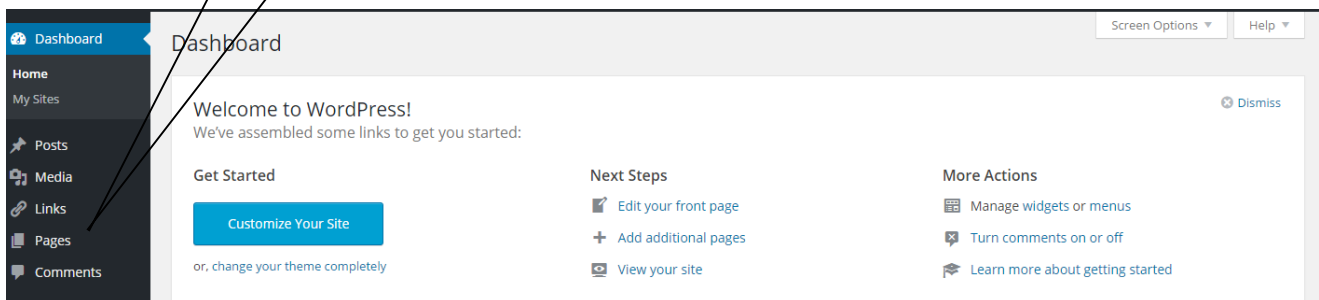
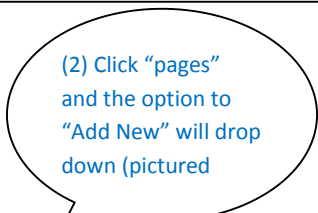
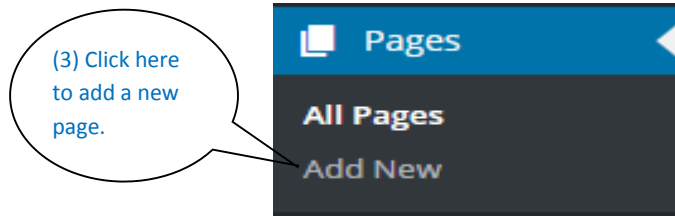
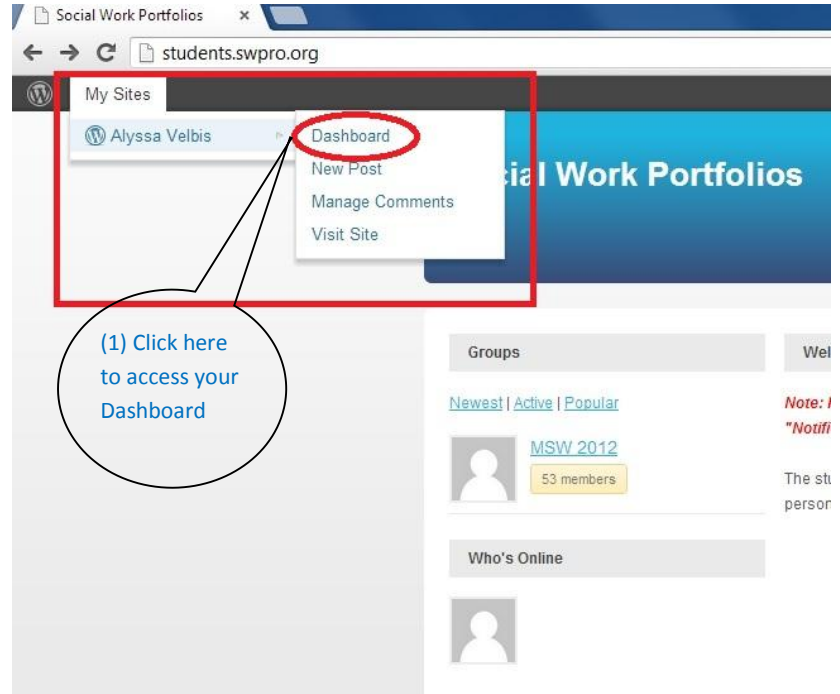
MSW Portfolio Resources:

[Advanced Year Competencies and Practice Behaviors](#)

[Portfolio Assessment Form](#)

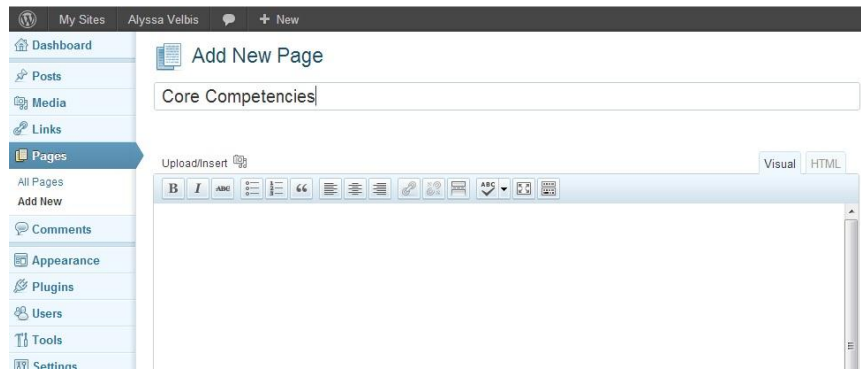
How to Create a Page

- 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 right).
- 2) Once you are in the Dashboard, click on **“Pages”** (pictured below).
- 3) A drop down box will appear, click **“Add New”** (pictured right).

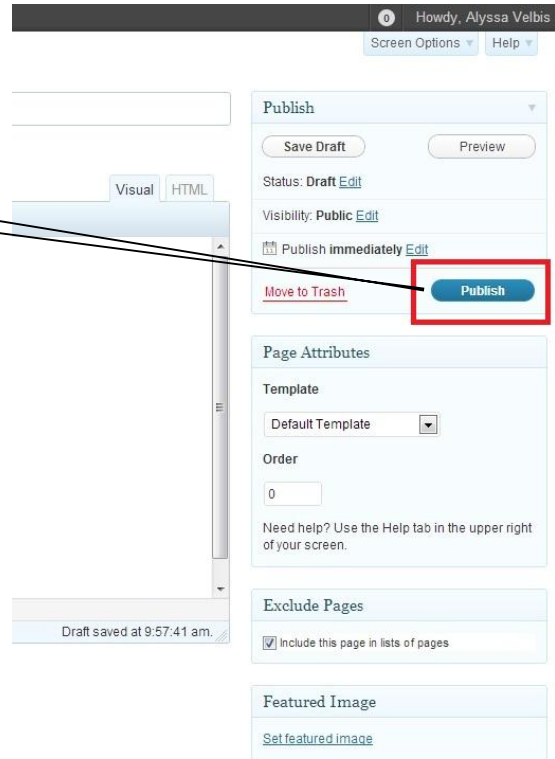


- 4) Type in the name of the page you are wanting to create (pictured right). A **“Core Competencies”** page is essential in the development of your portfolio. Be sure to include this page.
- 5) Once you have typed in the title of your page and added any content, click **“Publish”** (pictured bottom 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.

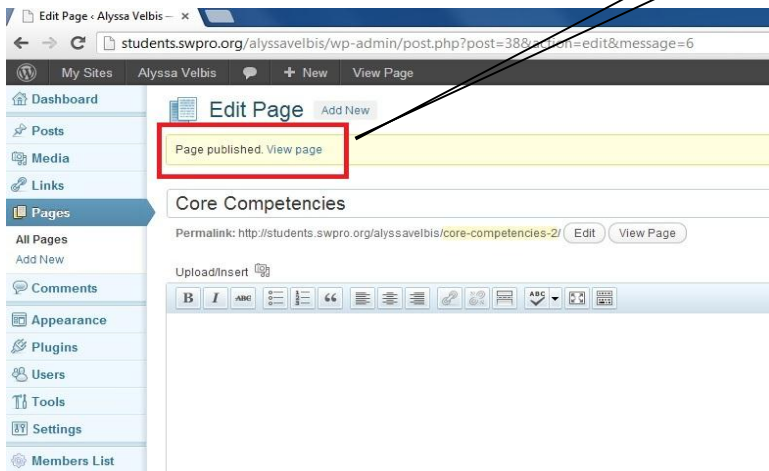
Step 4



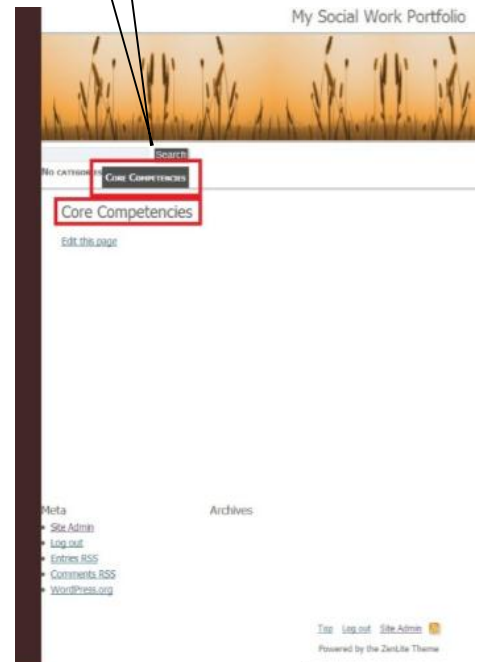
Step 5



Steps 6 & 7



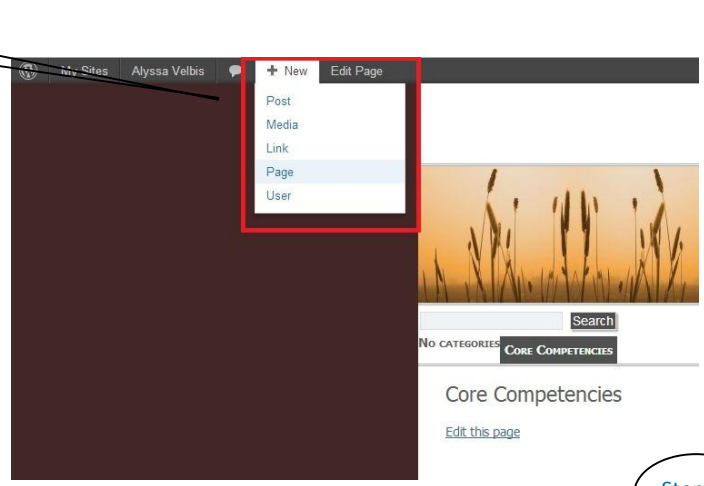
Step 8



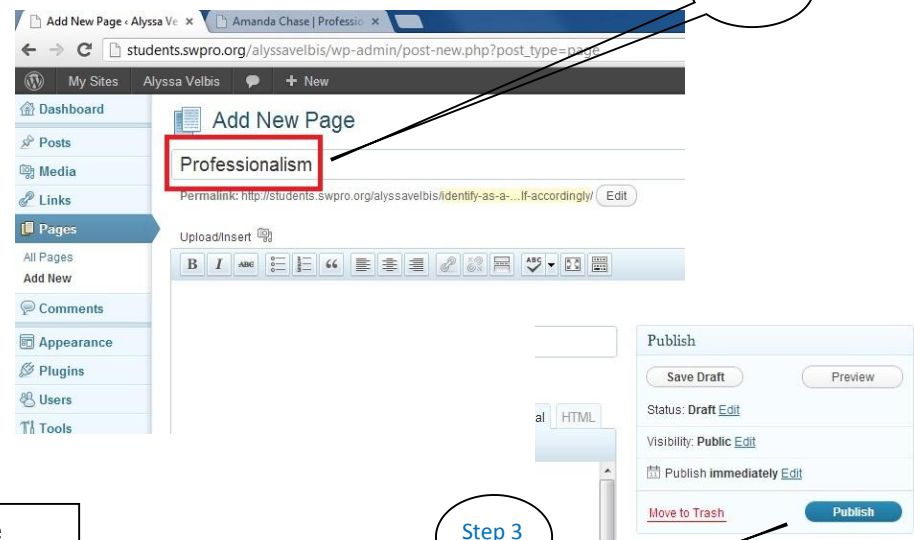
How to Create a Subpage Under a Parent Page

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

Step 1



Step 2

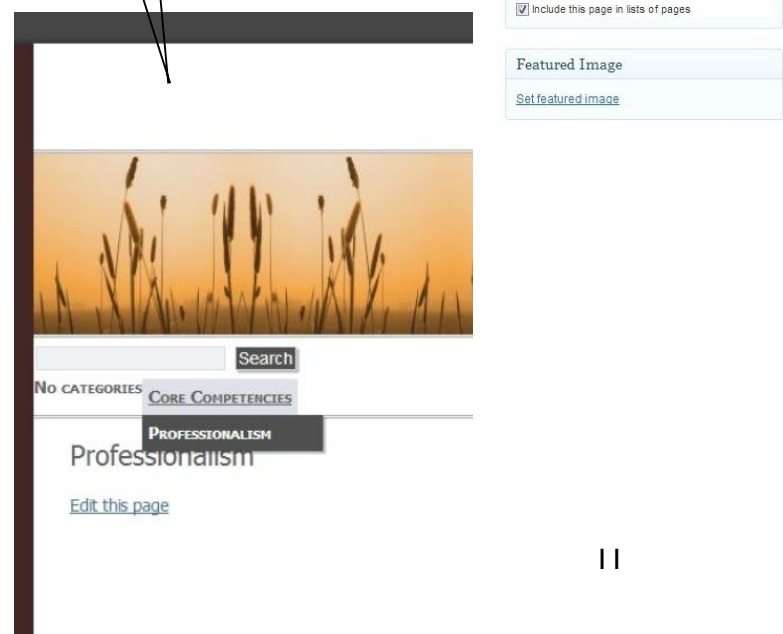


Step 3

Step 4

Steps 5 & 6

- 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 to the right).
- 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 notice that under your parent page, “Core Competencies,” there is now a subpage, “Professionalism.” Whenever your parent page is hovered over, a drop down menu will show with all 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.
- 6 Engage in research-informed practice and practice-informed research.
- 7 Apply knowledge of human behavior and the social environment.
- 8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- 9 Respond to contexts that shape practice.
- 10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

<u>Course</u>	<u>Portfolio Products from Coursework</u>	<u>Main Learning Plan Competency</u>	<u>Additional Competencies Addressed</u>	<u>Practice Behaviors</u>
SOCW 310 SW Practice with Individuals & Families	Assessment Interview Project #1	10	1, 2, 3, 7, 9	10.a.1, 10.a.3, 10.b.1, 10.b.2, 10.c.3, 10.c.5. 1.2 2.1 3.2 7.2 9.1 10a-c 3.3
	Case Management Interview Project #2	10	3, 1 7, 9	7.2 9.1 1.4 6.2
	Case Presentation	1 & 10	6, 3	3.1, 3.2. 6.1 7.2
SOCW 311 Human Behav. & Social Environment I	Literature Review Paper	6 & 7	7, 1, 2, 3, 5	1.1 2.1 3.1 5.1, 5.2. (depending on the topic)

SOCW 312 Human Behav. & Social Environment II	Literature Review Paper	6 & 7	1, 2, 3, 5	6.1 7.2 1.1 2.1 3.1 5.1, 5.2. (depending on the topic) 3.2, 3.3
	Program Evaluation Paper/ Presentation	10 & 3	9	9.1 10.c.5, 10.d.1 10 a-c 1.2, 1.3, 1.4, 1.6 2.1, 2.3. 3.3 9.1 7.1, 7.2. 3.2 4.4 9.1, 10.a.1, 10.b.1, 10.b.2, 10.d.1 1.2, 1.3, 1.6 2.1, 2.2, 2.4, 3.3 5.2, 5.3. 8.1, 8.2. 1.1 3.1, 3.2. 2.4 6.1, 6.2. 9.1, 9.2. 1.2 2.1 4.2 1.2, 1.5 4.2
SOCW 319 SW Practice with groups, organizations and communities	Group Facilitation Video Critiques (peer review and self-evaluation)	10	1, 2, 3, 9, 7	2.1, 2.3. 3.3 9.1 7.1, 7.2. 3.2 4.4 9.1, 10.a.1, 10.b.1, 10.b.2, 10.d.1 1.2, 1.3, 1.6 2.1, 2.2, 2.4, 3.3 5.2, 5.3. 8.1, 8.2. 1.1 3.1, 3.2. 2.4 6.1, 6.2. 9.1, 9.2. 1.2 2.1 4.2 1.2, 1.5 4.2
	Organizational Assessment	10 & 9	3, 4	6.1, 6.2. 3.1, 3.2, 3.3. 7.1, 7.2. 9.1
SOCW 391 Jr. Field Practicum	Ethics Paper	2	1, 3	6.1, 6.2. 3.1, 3.2, 3.3. 7.1, 7.2. 9.1 1.2, 1.4
	Policy Brief	5 & 8	1, 3, 2, 6, 9	6.1, 6.2. 3.1, 3.2, 3.3. 7.1, 7.2. 9.1
SOCW 434 Social Welfare Issues & Policy	Integration of Faith and Practice Paper	1 or 2	4	6.1, 6.2. 3.1, 3.2, 3.3. 7.1, 7.2. 9.1
	Self-Assessment	1 & 4	4	6.1, 6.2. 3.1, 3.2, 3.3. 7.1, 7.2. 9.1
SOCW 441 Integrative Seminar I	Qualitative & Quantitative Research Proposal	6	3, 7, 9	6.1, 6.2. 3.1, 3.2, 3.3. 7.1, 7.2. 9.1
	Single-Subject Design Presentation	6	3, 7, 9, 1, 10	6.1, 6.2. 3.1, 3.2, 3.3. 7.1, 7.2. 9.1 1.2, 1.4
SOCW 442 Integrative Seminar II				
SOCW 497 Research Methods				

10.a.2,
10.a.3,
10.b.3, 10.d.1

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

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

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. 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 Assessment form (see pages 24-31 in the Appendix) to know how they will be assessed during the oral portion of the portfolio defense.

Portfolio Preparation Timeline

The **SOSW** 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 22-27 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 completes the E-Folio Self and Peer Review Checklist (see pages 20 and 21 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.

BSW Portfolio Presentation Expectations

Competencies

For Competencies 1-9, students are expected to have a **minimum of two evidences** per competency. The below images are just examples of how a student may choose to present the competencies.

These images do not need to appear on the student portfolio, nor in the presentation.

Core Field Competency: 1.) Identify as a professional social worker and conduct oneself accordingly.				
Practice Behaviors	Professional Behavior Self-Assessment	Evaluation Faculty and Instructors	Learning Evidenced in Coursework	Learning Evidenced in Field Practicum
	Students: Evaluate your perspective on your proficiency based on the professional behavior evaluation scale – write only the number	Faculty: Evaluate the student based on the professional behavior evaluation scale – write only the number	Students: Document what is in your portfolio from classes	Students: Document what is in your portfolio from your field work
Observe and offer feedback on client access to services.	Circle best answer 1 2 3 4 5	Circle best answer 1 2 3 4 5		
Practice personal reflection and self-correction to assure continual professional development.	1 2 3 4 5	1 2 3 4 5	Cultural Competency Paper- Integrative Seminar I	

6/7/2013 1:41 PM
1

Become aware of and demonstrate professional roles and boundaries in accordance with the NASW Code of Ethics.	1 2 3 4 5	1 2 3 4 5		Ethical Dilemma Decision Making Tree- Practicum at the Partnership
Demonstrate professional demeanor in behavior, appearance, and communication in accordance with agency policy.	1 2 3 4 5	1 2 3 4 5		

For Competency 10, students are expected to have a **minimum of three evidences**.

Core Field Competency: 10.) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.				
Practice Behaviors	Behavior	Evaluation	Learning Evidenced in	Learning Evidenced in Field
ENGAGEMENT				
Prepare for action with individuals, families, groups, organizations, and communities.	1	1	Research Proposal- Child Advocacy Project	
	2	2		
	3	3		
	4	4		
	5	5		
Use empathy and other interpersonal skills.	1	1		
	2	2		
	3	3		
	4	4		
	5	5		

ASSESSMENT				
Collect, organize, and interpret client data.	1	1		Community Needs Assessment- Practicum at Bethel Bible Village
	2	2		
	3	3		
	4	4		
	5	5		
Assess client strengths and limitations.	1	1		
	2	2		
	3	3		
	4	4		
	5	5		

Help clients resolve problems.	1	1		
	2	2		
	3	3		
	4	4		
	5	5		
Identify issues for client advocacy and mediation.	1	1		Domestic Violence Seminar
	2	2		
	3	3		
	4	4		
	5	5		

Students must have at least one evidence from their coursework and one evidence from their field practicum. Students can certainly exceed these minimums as long as the requirements have been met.

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
 _____ SAU-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

See note below...**	Student Review			Peer Review			Adviser Review		
Student Name: Portfolio Website Address:	Clearly Evident	Somewhat Evident	Not Evident	Clearly Evident	Somewhat Evident	Not Evident	Clearly Evident	Somewhat Evident	Not Evident
Welcome Page --Creative and professional --Picture(s) --Professional/personal “story”									
Professional Career Overview --Mission statement --Career goals									
Resume --Professional appearance --Complete and exhaustive									
Competencies Overview --Brief explanation of each on a single page --All 10 have topic headings									
Evidences (coursework & field) -Core Portfolio --Inserted under competency topic heading --Each competency is supported with two items of evidence with at least one from field practicum (with the exception of Competency 10, which must have three evidences, with at least one from field) --Each course work evidence is at a 80% grade or higher --Each has a reflective rationale for significance as evidence --Student ID is removed from assignments --Any evidence that contains client or other student information is removed or changed to promote confidentiality									
Service Activities									

<ul style="list-style-type: none"> --Provides scanned copies of completed Activity Verification forms --Provides a short description of the event 									
Certificates and Trainings <ul style="list-style-type: none"> --Professional appearance --Provides any documentation of certificates and trainings --Provides a short description of the certifications and/or trainings 									
Overall Presentation <ul style="list-style-type: none"> --Included nice variety of multi-media products --Nice pictures provide evidence --Design is attractive --Design is creative --Design is professional --Portfolio demonstrates collection of coursework & field evidences --Portfolio demonstrates strong professional reflection of learning outcomes 									
Text Edit and Proofing <ul style="list-style-type: none"> --Thorough edit --Grammatically sound --Spelling checked --Punctuation correct --Format is uniform across entire e-folio 									
Technology Proofing <ul style="list-style-type: none"> --All links work --All multi-media products function correctly 									

Additional Comments:

Advisor Name:

Date:

Peer Reviewer Name:

Date:



BSW PORTFOLIO ASSESSMENT

(Insert Portfolio URL)

BSW Candidate: _____ **Faculty Evaluator:** _____ **Date:** _____

Competency Achievement Assessment: *Students are required to present **at least five competencies**, with two competencies being Research (**Competency 6**) and Policy (**Competency 8**). Please check or circle the following competencies that the student covered:*

◇ Competency 1	◇ Competency 3	◇ Competency 5	◇ Competency 7	◇ Competency 9
◇ Competency 2	◇ Competency 4	◇ Competency 6	◇ Competency 8	◇ Competency 10

Professional Behavior - Evaluation Scale

1 - Unsafe Performance 2 - Beginner Performance 3 - Standard Performance 4 - Professional Performance 5 - Exceptional Performance
*Student to fill in the sections in **white**-- Faculty/Instructors to fill out the **shaded** sections during the defense.*

Students must provide **two** evidences per competency (with the exception of Competency 10, which requires three) with **at least one** evidence from field work.

Core Field Competency: 1.) Identify as a professional social worker and conduct oneself accordingly.				
Practice Behaviors	Professional Behavior Self-Assessment	Evaluation Faculty and Instructors	Learning Evidenced in Coursework	Learning Evidenced in Field Practicum
	Students: Evaluate your	Faculty: Evaluate the	Students: Document	Students: Document at
Core Field Competency: 7.) Apply knowledge of human behavior and the social environment.				
Practice Behaviors	Professional Behavior Self-Assessment	Evaluation Faculty and Instructors	Learning Evidenced in Coursework	Learning Evidenced in Field Practicum
Identify concepts and theories of human behavior that guide the processes of assessment, intervention, and evaluation.	Circle best answer 1 2 3 4 5	Circle best answer 1 2 3 4 5		
Identify biological, social, cultural, psychological, and spiritual issues that promote or deter people in maintaining or achieving health and well-being.				
Core Field Competency: 8.) Engage in policy practice to advance social and economic well-being and to deliver effective social work services.				

Practice Behaviors	Professional Behavior Self-Assessment	Evaluation Faculty and Instructors	Learning Evidenced in Coursework	Learning Evidenced in Field Practicum
Identify and understand agency-specific policies that advance social well-being.	Circle best answer 1 2 3	Circle best answer 1 2 3		
Discuss with colleagues and clients agency-specific policies.	4 5	4 5		
Core Field Competency: 9.) Respond to contexts that shape practice.				
Practice Behaviors	Behavior Self-Assessment	Evaluation Faculty and Instructors	Learning Evidenced in Coursework	Learning Evidenced in Field Practicum
Be aware of environmental and societal trends to provide relevant service.	Circle best answer 1 2 3	Circle best answer 1 2 3		
Provide leadership to improve the quality of social services.	4 5	4 5		
using ethical considerations, for analysis of complex practice environments.	4 5	4 5		
Recognize cultural values that may oppress or enhance privilege and power.	Circle best answer 1 2 3	Circle best answer 1 2 3		
Become aware of and reflect on personal biases and values in	4 5	4 5		

working with diverse groups.				
Recognize the importance of difference in shaping life experience.				
View self as learner of various client/cultural groups.				
Core Field Competency: 5.) Advance human rights and social and economic justice.				
Practice Behaviors	Behavior Self-Assessment	Evaluation Faculty and Instructors	Learning Evidenced in Coursework	Learning Evidenced in Field
Recognize the various forms of oppression and discrimination.	Circle best answer 1	Circle best answer 1		
Recognize issues of human rights and social and economic justice.	2 3 4	2 3 4		
Engage in practices that advance social and economic justice.	5	5		
Core Field Competency: 6.) Engage in research-informed practice and practice-informed research.				
Practice Behaviors	Behavior Self-Assessment	Evaluation Faculty and Instructors	Learning Evidenced in Coursework	Learning Evidenced in Field
Use practice experience to inform scientific inquiry.	Circle best answer 1	Circle best answer 1		
Use research evidence to inform practice.	2 3 4 5	2 3 4 5		

Practice Behaviors	Behavior Self-Assessment	Evaluation Faculty and Instructors	Learning Evidenced in Coursework	Learning Evidenced in Field

Students must provide three evidences for Competency 10 with at least one evidence from field work.

E-Folio and Verbal Presentation Assessment

Elements	1 Substandard Performance	2 Beginner Performance	3 Standard Performance	4 Professional Performance	5 Exceptional Performance	Faculty Evaluation
Presentation of E-Portfolio Website	Web site is missing important pages, no clear organization and design, links not working	Some organization and design, most of the pages and links working	Adequate design and some elements of website organization	Attractive design and good website organization	Outstanding professional presentation in their website with highly organized and has appeal	
Professional Presentation	Poor use of self and unprepared for defense	Completed the defense with difficulty and marginal use of self	Completed the defense, but without being highly organized and some use of self.	Organized presentation and good use of self	Outstanding professional presentation, great professional appearance, and exceptional good	

Core Field Competency: 10.) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and				
Practice Behaviors	Behavior Self-Assessment	Evaluation Faculty and Instructors	Learning Evidenced in Coursework	Learning Evidenced in Field Practicum
ENGAGEMENT	Circle best answer	Circle best answer	Research Proposal	Community Needs Assessment
Prepare for action with individuals, families, groups, organizations, and communities.	1	1		Domestic Violence
	2	2		
	3	3		
Use empathy and other interpersonal skills.	4	4		Seminar
	5	5		
Develop a mutually agreed-on focus of work and desired outcomes.				
ASSESSMENT				
Collect, organize, and interpret client data.				
Assess client strengths and limitations.				
Develop mutually agreed-on intervention goals and objectives				
Select appropriate intervention strategies.				
INTERVENTION				
Initiate actions to achieve organizational goals.				
Identify prevention interventions that enhance client capacities.				
Help clients resolve problems.				

Identify issues for client advocacy and mediation.						
Facilitate transitions and endings.						
EVALUATION						
Plan evaluation activities.						
					use of public speaking skills	
Editing and Proofreading	Poorly edited and doesn't reflect graduate quality work	Some editing but with many errors	Generally edited, but a number of small errors exist	Good editing with very small number of errors	Materials are well-proofed and contain no obvious errors	
Presenter's Preparation	Tested technology	Organized	Flowed Smoothly	<input type="checkbox"/> Transitioned well	Comment:	
Professional Dress	<input type="checkbox"/> No	<input type="checkbox"/> Yes	Comment:			
Timeliness	<input type="checkbox"/> No	<input type="checkbox"/> Yes	Comment:			

Overall Defense Commendations/Observations:

Faculty Evaluator's Signature

Date