Alabama A&M University
College of Education, Humanities, and Behavioral Sciences
Department of Social Work, Psychology, and Counseling

Undergraduate Social Work Program’s Professional Portfolio

MANUAL

Spring 2013
Preface

Today you have made a conscious decision to embark upon a profession that is driven by values, skills and an eclectic knowledge base. Becoming a vital part of the Social Work Profession suggests that you have a better understanding of the enormous task that awaits you beginning this day as you move forward through your matriculation in the Undergraduate Social Work Program at Alabama A & M University. Your acceptance into the program entitles you to the attainment of a greater knowledge base that is more specific to the discipline; development of a wide range of skills; and the opportunity to cultivate professional values as a derivative of the NASW Code of Ethics, the road map for professional behavior. Subsequently, the decision to work with others in the profession of social work means that you understand the essential nature of working collaboratively in addressing specific societal needs with diverse, oppressed and at risk populations either at home or aboard.

The student’s growth will be evaluated based on their ability to fulfill the directives of the program. Instructions that will enable students to successfully illustrate their development into a competent professional are outlined within the body of this manual. Its constructs are designed to promote a well-rounded qualified individual who is prepared to enter the professional association of Social Work as a generalist practitioner or transition towards the attainment of an advanced degree. An evaluation of student’s professional application of social work practice from various perspectives will be reviewed. These components will be carried out through the use of a professional portfolio. The contents of your portfolio will reflect the following components:

- Career Development Classroom Assignments
- Student’s reflection of their personal learning outcome for each social work course
- Workshops
- Conferences
- Seminars
- Licensure Workshops, Licensure Preparation and Licensure Action Plan upon graduation
- Field Evaluations
- Mandatory Participation in the Undergraduate Social Work Association
- Participation in the Social Work National Honor Society - Phi Alpha
- Volunteer Service

While the above reflect areas of concern, you will find this manual to be more comprehensive. As you embark on this journey we trust that it will present you with opportunities to grow, develop and challenge your critical thinking on your way to the attainment of a Bachelors of Science Degree as a generalist practitioner in the social work profession. Please know that the Undergraduate Social Work Faculty and Staff are committed to your success in the program and will afford you every opportunity to access us throughout your tenure at this institution.

Wishing you much success,

Valerie J. McDuffie

Dr. Valerie J. McDuffie, Coordinator
Undergraduate Social Work Program
## CONTENTS

*Preface*  
**II**

- Departmental Mission and Goals Statement  
  4

- Undergraduate Social Work Program’s Mission and Goals Statement  
  4

- Understanding the Portfolio  
  5

- Professional Portfolio: Competencies and Student Learning Outcomes  
  6

- Portfolio Submission Criteria  
  9
  - Procedures  
    9
  - Required Materials and Instructions  
    9
  - Organizing Your Portfolio  
    10

- Portfolio Content Check List  
  12

- Measurement Scales  
  13
  - Social Work Self-Efficacy Scale  
    13
  - Social Work Self Interest Instrument  
    17
  - Life Long Learning Questionnaire  
    18
  - Field Instruction Mid-Term and Final Evaluations  
    19

- Portfolio Defense (Oral)  
  27

- Portfolio Grading Rubric  
  28

- References  
  29
The Departmental mission for Social Work at Alabama A&M University is to prepare competent and ethical BSW students for entry level generalist practice and competent and ethical MSW advance level practitioners who are capable of and dedicated to lifelong learning, knowledge development, and leadership in service to vulnerable individuals, groups, families, organizations, and rural and urban communities.

The Undergraduate Program’s mission for Social Work at Alabama A & M University is to prepare students for generalist social work practice. Systems theory, the strengths perspective and the ecological model to problem solving are used as the framework for generalist practice. The curriculum is based upon a liberal arts perspective, prepares students for the professional foundation. Generalist social workers address a variety of social issues, using multi-method, multi-level approaches within a variety of practice settings to enhance the social functioning of individuals, families, groups, organizations, and communities.
Understanding the Portfolio

The portfolio is a treasure chest for your academic and professional development that is stored in a binder. It is designed to serve as a visual aid for the student to demonstrate collective work attained throughout their academic career in the Undergraduate Social Work Program at Alabama A&M University. *The timeframe for gathering an account of your development will begin with your entry into the program and end upon your entry into the profession.* This tool is purposeful as it presents the growth and academic achievements in the attainment of skills, knowledge and professional ethics and values. Importantly, it will provide an orderly accurate assessment of the candidate (student) for graduation readiness to enter the professional workforce or the attainment for an advance degree. It is guided by the student’s ability to demonstrate:

- Creativity of achievements in an orderly and visual manner
- Course assignments with special attention to knowledge, skills and value attainment
- A visual demonstration of personal and professional growth
- Licensure Preparation Activities and Licensure Action Plan After Graduation
- An Action Plan for Advance Studies
- Student Learning Outcomes from all Social Work Courses
- Attendance at workshops, social work career day and conferences
- Levels of goal attainment reflective of the Undergraduate Program and overall Department
- Verbally - highlights of personal and professional qualities
- The ability to present in class, at seminars, workshops or conferences
- Volunteerism
- Social Work Association Participation/Governance
- Career Development to include the utilization of this tool for evidencing qualification for job attainment
- Phi Alpha – National Honor Society (Membership Only)
- National Association of Social Work (NASW) and other professional memberships
- Code of Ethics and Professional Standards of Conduct (Demonstration)
- Mentoring while reflecting the goals of the program/department/university
- Leadership attainment through serving as an Ambassador (Recruitment and other duties)

Your portfolio has become the capstone to your completion of your academic career in the program replacing the exit examination as required by the university. Subsequently this tool will serve as your primary exit assessment. The evaluation of this document will be conducted by a team of faculty and community social work professional(s) who will utilize a rubric in determining your score. Students must earn at least 80% to qualify for a Bachelors of Science Degree in Social Work.

*A quality portfolio* is thorough, typed, organized, free from grammatical/spelling errors, neat and demonstrates the unique creativity of the individual student. Importantly, it should follow time constraints adhering to deadlines.
The Professional Portfolio’s
Competencies and Student Learning Outcomes

There are ten competency areas that have been established by the Council of Social Work Education (CSWE), our national accrediting body. Each competency area has a list of practice behaviors that each student will be compared to as an entry level social worker. These competency and the practice behaviors are as follow:

**Competency I:** Student identifies as a professional social worker and conducts oneself accordingly

**Student Learning Outcome/Behavior:**

1.1 Advocates for client access to the services of social work
1.2 Practices personal reflection and self-correction to assure continual professional development
1.3 Attends to professional roles and boundaries
1.4 Demonstrates professional demeanor in behavior, appearance, and communication
1.5 Uses supervision and consultation effectively
1.6 Demonstrates commitment to lifelong learning

**Competency II:** Student applies social work ethical principles to guide professional practice

**Student Learning Outcome/Behavior:**

2.1 Recognizes and manages personal values in a way that allows professional values to guide practice (e.g., gay rights, abortion issues, immigration)
2.2 Makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics/Social Work Principles and Standards
2.3 Tolerates ambiguity in resolving ethical conflicts
2.4 Applies strategies of ethical reasoning to arrive at principles decisions

**Competency III:** Student policies critical thinking to inform and communicate professional judgment.

**Student Learning Outcome/Behavior:**

3.1 Distinguishes, appraises and integrates multiple sources of knowledge including research-based knowledge, and practice wisdom
3.2 Analyzes models of assessment, prevention, intervention, and evaluation
3.3 Demonstrates effective written and oral communication in working with individual, families, groups, organizations, communities, and colleagues

**Competency IV:** Student engage diversity and difference in practice

**Student Learning Outcome/Behavior:**

4.1 Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
4.2 Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
4.3 Recognizes and communicates their understanding of the importance of difference in shaping life experiences
4.4 Views themselves as learners and engage those with whom they work as informants

**Competency V:** Student advances human rights and social and economic justice

**Student Learning Outcome/Behavior:**

5.1 Understands the forms and mechanisms of oppression and discrimination
5.2 Advocates for human rights and social and economic justice
5.3 Engages in practices that advance social and economic justice

**Competency VI:** Student engages in research-informed practice and evidence-based practice

**Student Learning Outcome/Behavior:**

6.1 Use practice experience to inform scientific inquiry (research)
6.2 Use research evidence to inform practice (learning)

**Competency VII:** Student applies knowledge of human behavior and social environment

**Student Learning Outcome/Behavior:**

7.1 Utilizes conceptual frameworks to guide the processes of assessment, intervention, and Evaluation
7.2 Critiques and applies knowledge to understand person and environment

**Competency VIII:** Student engages in policy analysis to advance social and economic well-being and to deliver effective social work service

**Student Learning Outcome/Behavior:**

8.1 Analyzes, formulates, and advocates for policies that advance social well-being
8.2 Collaborates with colleagues and clients for effective policy action

**Competency IX:** Student response to contexts that shape practice

**Student Learning Outcome/Behavior:**

9.1 Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
9.2 Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
**Competency X:** Student engages, assesses, intervenes and evaluates individuals, families, groups, organization and communities.

**Student Learning Outcome/Behavior:**

10.1 Substantively and affectively prepares for action with individuals, families, organizations and Communities
10.2 Uses empathy and other interpersonal skills
10.3 Develops mutually agreed-upon focus of work and desired outcomes
10.4 Collects, organizes and interprets client data
10.5 Assesses clients strengths and limitations
10.6 Develops mutually agreed-on intervention goals and objectives
10.7 Selects appropriate intervention strategies
10.8 Initiates actions to achieve organizational goals
10.9 Implements prevention interventions that enhance client capacities
10.10 Helps clients resolve problems
10.11 Negotiates, mediates and advocates for clients
10.12 Facilitates periods of transition and termination
10.13 Critically analyze, monitor, and evaluate interventions
Portfolio Submission Criteria

Procedures

The portfolio is to be completed in written form and includes an oral defense. It is important that you understand that this is a professional document and must be presented as a reflection of your personal and professional attainments during your tenure in the Undergraduate Social Work Program. Although students will be constructing their portfolios throughout their matriculation in the Undergraduate Social Work Program, the completed copy of this document will be submitted in SWK 414L Field Seminar Course (at the beginning of class) taken by students who are in their final semester (fall or spring). Submission deadlines are September 1 for students graduating fall semester and February 1 for students graduating spring semester. Students will present an oral defense upon scheduling by the Program Coordinator (not before document meets standards).

Please be advised that NO PORTFOLIOS WILL BE ACCEPTED PAST THE SUBMISSION DEADLINE. Late submission of portfolios will delay a student’s graduation by at least one semester. This is a requirement for graduation – It is your exit examination (assessment) from the program and university.

The Faculty from the Undergraduate and Graduate Social Work Programs and a professional social worker(s) from the community will evaluate your portfolio. The portfolio will be reviewed only once. If there are areas of concern that need to be modified your portfolio will be returned with specific directions for corrections with a new due date to turn in the revised copy. It is important that you receive at least 80% in each graded area to meet the proficiency level expected.

Required Materials and Instructions

The following materials are required to construct your portfolio:

- 3 inch, three ring binder (black, white, blue, or maroon) with a plastic cover on the front for your cover page to be inserted.
- Sheet protectors for all written material.
- Subject dividers.
- Tabs (for labeling sections – must be typed).
- Special pens (of your choice – for personalization).
- Highlighters (highlight key points).
- Other creative materials to personalize your portfolio.
- All papers must be typed (12 font/one inch margins and inserted inside a sheet protector).
- All assignments and demonstrations of course work must be inserted inside a sheet protector.
- All tabs must be typed.
- 2 ½ page paper describing organizational experience in The Undergraduate Social Work Association, Phi Alpha Social Work National Honor Society and NASW. Please include your experiences as an officer, committee chair and various activities you participated in during your membership/time in the program.
● Communication skills (written)
  ➢ Proper use of APA Style in papers, presentations, etc. to include appropriate font, spacing, grammar, citations, and formatting.

Organizing Your Portfolio

● Cover page - Title (Outside the Binder)
● Table of Content (representing the order of the portfolio)
● Departmental, Program and Student Personal Mission Statements (Students should connect with the Department and Program)
● Resume
● 3 Reference letters (i.e. instructors, field supervisor, employer)
● Unofficial Transcript
● 5 year post graduate plan to include
  ➢ Self-care and Prevention Plan to control for burnout
  ➢ Advance degree plans (Masters/Licensure Plan
  ➢ Employment strategies/goals [Access A&M Career Development Services for assistance]
  ➢ Specific population you wish to work with after graduation (either from BSW or MSW program)
● 5 page paper reflecting the student’s learning experience throughout their tenure in this program obtained through:
  ➢ professional conferences
  ➢ workshops
  ➢ classroom presentations/participation
  ➢ course assignments
  ➢ field trips
  ➢ guest lecturers
  ➢ seminars
  ➢ field experience
  ➢ volunteer experience
  ➢ Social Work Association participation
  ➢ Phi Alpha participation
  ➢ Career Development Activities
  ➢ Licensure Preparations
  ➢ and other activities associated with the program
● Include a copy of your course Syllabus for each Social Work Course (SWK 201, 205, 301, 302, 304, 305, 308, 312, 313, 314, 403, 410, 414, 414L and 415) and place inside plastic page protectors. Behind each syllabus please include an example of one of the following areas (obtained from class assignments, lectures, field trips, films or other course requirements):
  ➢ Human Life Cycle
  ➢ Development of Social Work Skills
  ➢ NASW Professional Values and ethics
  ➢ Volunteerism Experience
- Internship (Field Instruction)
- Ethical Research Practice
- Application of the 7 Step Problem Solving Process with Individuals, Families, Groups, Organizations, and Communities
- Diversity, Oppression and Populations at risk
- Policy Analysis

- Students must complete the following items with *Career Development* during the time in the program
  - Register for the program ($25.00)
  - Complete a resume and cover letter through Career Development
  - Participate in workshops (i.e. interviewing skills, job search strategies, resume and cover letter writing workshops, graduate and professional schools, professional attire, etc.)

- Student Awards [Academic and Professional]
- Detailed Licensure Preparation Plan- to include materials/workshops & requirements to obtain licensure
- Social Work Career Day - *students must participate in this event*
- Professional Conference - students must attend *at least one professional local, regional or national conference.*

- Service as a Mentor
  - Student will mentor another student who has just been accepted into the program in the areas of professionalism, importance of service, volunteerism, Social Work Ethics and Values, academic success & integrity, and student should provide tutoring as necessary.
  - Student will write a one-page paper regarding their experience as a mentor and the importance of mentorships.

- Measurement Scales
  - Social Work Self-efficacy Scale
  - Social Work Self-Interest Instrument
  - Lifelong Learning Questionnaire
  - Field-Instruction Final Evaluations
**Portfolio Content Check List**

The following checklist is provided to ensure you have included all necessary documentation for your professional portfolio.

- **Title/Cover Page**
  - Name of the assignment (Professional Portfolio)
  - Professional Full Body Photograph in Professional attire (digital)
  - Name
  - Program
  - Major
  - Date
  - A&M Motto “Service is Sovereignty”

- **Binder**

- **Plastic inserts/page protectors**
  - *Must be used for all written documents*

- **Tabs**
  - *Each section should be separated by a tabbed insert with the section heading typed on the tab.*

- **Table of Contents**
  - Pages Numbered
  - Include reference page

- **Departmental, Program, & Student Personal Mission Statements**

- **Resume**
  - Three (3) Reference Letters
  - Unofficial Transcript

- **Five Year Post Graduate Plan**
  - Self-care and prevention plan to control for burnout
  - Advanced Degree Plan/Licensure plan
  - Employment Strategies/Goals
  - Specific Population you wish to work with

- **Learning Experience Paper (5 page paper)**

- **Copies of Course Syllabi**
  - Examples of best course work reflecting major content areas

- **Career Development**
  - Certificates of completion

- **Student Awards**

- **Licensure Preparation Plan**

- **Social Work Career Day**
  - Certificates of completion

- **Professional Conference Attendance**
  - Program/booklets
  - Receipt of payment/Certificate of attendance

- **Service as Mentor**

- **Measurement Scales**
### Measurement Scales

**Social Work Self-Efficacy Scale**

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.

**Scale Completion Instructions:**
We want to know how confident you are, in your ability to perform specific social work tasks. After you consider each task, please rate your confidence in your ability to perform that task successfully, by circling the number from 0 to 100 that best describes your level of confidence.

<table>
<thead>
<tr>
<th>How confident are you that you can. . . .</th>
<th>Cannot Do at all</th>
<th>Moderately can do</th>
<th>Certainly Can Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Initiate and sustain empathic, culturally sensitive, non-judgmental, disciplined relationships with clients?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Elicit and utilize knowledge about historical, cognitive, behavioral, affective, interpersonal, and socioeconomic data and the range of factors impacting upon client to develop biopsychosocial assessments and plans for intervention?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Apply developmental, behavioral science and social theories in your work with individuals, groups, and families?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Understand the dialectic of internal conflict and social forces in a particular case?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Intervene effectively with individuals?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Intervene effectively with families?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Intervene effectively with groups?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Work with various systems to obtain services for clients (e.g., public assistance, housing, Medicaid, etc.)</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Assume the social work role of change agent / advocate by identifying and working to realistically address gaps in services to clients?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>10</td>
<td>Function effectively as a member of a service team within the agency and service delivery system, consistently fulfilling organizational and client-related responsibilities?</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>Maintain self-awareness in practice, recognizing your own personal values and biases, and preventing or resolving their intrusion into practice?</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>Critically evaluate your own practice, seeking guidance appropriately and pursuing ongoing professional development?</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>13</td>
<td>Practice in accordance with the ethics and values of the profession?</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>14</td>
<td>Analyze a critical piece of welfare legislation?</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>15</td>
<td>Define the impact of a major social policy on vulnerable client populations (e.g., the Welfare Reform Act)?</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>16</td>
<td>Use library and on-line resources to retrieve published articles and reports from the empirical research literature?</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>17</td>
<td>Critically review and understand the scholarly literature?</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>18</td>
<td>Evaluate your own practice using an appropriate research method (e.g., single system designs, brief measures such as scales, indexes, or checklists)?</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>19</td>
<td>Participate in using research methods to address problems encountered in practice and agency based settings?</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>20</td>
<td>Teach clients skills to relieve their own stress?</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>21</td>
<td>Educate clients about how to prevent certain problems from reoccurring?</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>22</td>
<td>Help clients to reduce dysfunctional ways of thinking that contribute to their problems?</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>23</td>
<td>Help clients to anticipate situations that can cause problems for them?</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>24</td>
<td>Teach clients specific skills to deal with certain problems?</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>Percentage</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Help clients to understand better how the consequences of their behavior affect their problems?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Teach clients how to manage difficult feelings?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Demonstrate to clients how to express their thoughts and feelings more effectively to others?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Help clients to practice their new problem-solving skills outside of treatment visits?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Teach communication skills to clients?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Teach clients how to manage their own problem behaviors?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Show clients how to reward themselves for progress with a problem?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Teach clients how to accomplish tasks more effectively?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Coach clients in how to make decisions more effectively?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Teach clients the skills for reducing unhealthful habits?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Show clients how to set limits with others’ dysfunctional behavior?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>Assess the level of client's material resources?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Monitor the delivery of services provided by several other providers?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Advocate on others behalf?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>Make referrals to other services?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Analyze social problems and policies relevant to the client’s problems?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Provide information about other services available to clients?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Network with agencies to coordinate services?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>Reflect thoughts and feelings to help clients feel understood?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>Employ empathy to help clients feel that they can trust you?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>Provide emotional support for clients?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>Help clients feel like they want to open up to you?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td>Score</td>
<td>Average (Total Score/520)</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------</td>
<td>--------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>47</td>
<td>Employ the treatment relationship so clients can feel accepted for who they are?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>Point out their successes to increase client's self-confidence?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>Define the client’s problems in specific terms?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>Collaborate with clients in setting intervention goals?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>Define treatment objectives in specific terms?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>Ask clients to evaluate the effects of treatment on themselves?</td>
<td>0 10 20 30 40 50 60 70 80 90 100</td>
<td></td>
</tr>
</tbody>
</table>

Score ________ out of 520 Average (Total Score/520) ________________
**Social Work Self 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.

<table>
<thead>
<tr>
<th>Position</th>
<th>1 No Interest</th>
<th>2 Little Interest</th>
<th>3 Some Interest</th>
<th>4 Mild Interest</th>
<th>5 Strong Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Social Worker</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Welfare or Family Services Social Worker</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child or Adult Protective Services Social Worker</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental Health Social Worker</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Care Social Worker</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Social Worker</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criminal Justice Social Worker</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Social Worker</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gerontology Social Worker</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work Administrator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work Planner &amp; Policy Maker</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lifelong Learning Questionnaire

The Lifelong Learning Questionnaire (LLQ) may help you to consider various aspects of yourself as a lifelong learner. There is no right or wrong answers. Rather, the questionnaire may be used to stimulate reflection about your “learning self.”

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

______ I regularly read professional journals in my field.
______ I genuinely enjoy learning.
______ I always do more than the minimum requirements in courses, seminars, or workshop.
______ I regularly pursue opportunities to advance my knowledge and expertise.
______ I never become defensive when someone offers feedback that could improve my knowledge and skill.
______ I like to study.
______ I know my personal learning style.
______ I am actively involved in learning experiences.
______ I take personal responsibility for my own learning.
______ I view examinations as a way to learn.
______ I know how to conduct a professional literature review.
______ I sometimes contact national and international experts in my learning efforts.
______ I have a list of learning goals.
______ I have specific plans to advance my learning.
______ I enjoy teaching others.

Scoring:
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.

______ LLQ Score
Field Instruction and Final Evaluations

ALABAMA A&M UNIVERSITY
Department of Social Work, Counseling, and Psychology
Bachelor Social Work Field Program
SWK 414 FIELD INSTRUCTION

EVALUATION OF STUDENT PERFORMANCE

STUDENT: ___________________________ AGENCY: ______________________

FIELD SUPERVISOR/INSTRUCTOR: _______________ DATE OF REPORT:
________________

FIELD COORDINATOR/LIAISON: ______________________________________

MIDTERM ☐ FINAL ☐

STUDENT’S WEEKLY SCHEDULE

<table>
<thead>
<tr>
<th>__________</th>
<th>__________</th>
<th>SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIME PER WEEK</td>
<td>}</td>
<td>{</td>
</tr>
</tbody>
</table>

19
| Conference with field instructor must be at least one hour per week and documented |
| Conference(s) with other staff |
| Staff or unit meetings |
| In-service training(s) |
| Other |

**ASSIGNMENTS:**

<table>
<thead>
<tr>
<th>NUMBER PER WEEK</th>
<th>TIME PER WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projects, board meetings, in-house administrative meetings, client system meetings, community meetings, presentations</td>
<td></td>
</tr>
</tbody>
</table>
BSW BLOCK PLACEMENT

This evaluation is designed to be used for Block Placement student interns. Please complete all applicable items at mid-term and at the end of the semester. This evaluative tool is intended to provide an opportunity for the student and the agency field supervisor/instructor to document and discuss the student intern’s growth and development over the course of the semester. There are ten competency areas which have been established by the Council on Social Work Education (CSWE), our national accrediting body. Each competency area has a list of practice behaviors that the student intern is to be compared to that of an entry level social worker.

You are asked to rate the frequency with which the student has demonstrated competency in each of the behaviors described. Comments are encouraged, but not mandatory, under each competency area. Please be reminded that the Field Supervisor/Instructor’s rating will not be directly used to calculate the intern’s grade. The grade will be a compilation of the evaluation, field visits/consultations, and the Field Coordinator’s supplemental assessment.

Please rate the following items by circling the numbers from 1-5 that best describes the student's performance (1 is least and 5 is best performance rating). Use the following criteria:

<table>
<thead>
<tr>
<th></th>
<th>The student intern has excelled in this area. The job/skill performance surpasses expectations of a student.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The student intern is functioning above expectations for this area; demonstrates competence.</td>
</tr>
<tr>
<td>3</td>
<td>The student intern has met the expectations for this area; student can benefit from additional training.</td>
</tr>
<tr>
<td>2</td>
<td>The student intern has not met expectations, but gives indication of motivation and willingness to learn. Student has difficulty with one of more of the competencies expected.</td>
</tr>
<tr>
<td>1</td>
<td>The student intern has not met expectations and does not give indications of effort to make improvements in this area. Student has serious problems in several areas and requires supplemental guidance and supervision</td>
</tr>
<tr>
<td>N/A</td>
<td>Not applicable, as the student intern has not had the opportunity to demonstrate competence in this area.</td>
</tr>
</tbody>
</table>

**Students are expected to make progress in each of the skill areas listed on the field evaluation. The evaluation has a 5 point rating scale per practice behavior.**

<table>
<thead>
<tr>
<th>COMPETENCY #1: Student Intern identifies as a professional social worker and conducts oneself accordingly.</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Advocates for client access to the services of social work</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Practices personal reflection and self-correction to assure continual professional</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>1.3 Attends to professional roles and boundaries</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>1.4 Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>1.5 Uses supervision and consultation effectively</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>1.6 Demonstrates commitment to lifelong learning</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
## Comments:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

## COMPETENCY #2: Student Intern applies social work ethical principles to guide professional practice.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Recognizes and manages personal values in a way that allows professional values to guide practice (e.g., gay rights, abortion issues, immigration)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>2.2</td>
<td>Makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics/Social Work Principles and Standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>2.3</td>
<td>Tolerates ambiguity in resolving ethical conflicts</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>2.4</td>
<td>Applies strategies of ethical reasoning to arrive at principles decisions</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## Comments:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

## Competency #3: Student Intern applies critical thinking to inform and communicate professional judgments.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Distinguishes, appraises and integrates multiple sources of knowledge including research-based knowledge, and practice wisdom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>3.2</td>
<td>Analyzes models of assessment, prevention, intervention, and evaluation</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>3.3</td>
<td>Demonstrates effective written and oral communication in working with individual, families, groups, organizations, communities, and colleagues</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## Comments:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

## Competency #4: Student Intern engages diversity and difference in practice.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>4.2</td>
<td>Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>4.3</td>
<td>Recognizes and communicates their understanding of the importance of difference in shaping life experiences</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>------------------------------------------------------------------------------------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>**</td>
<td>Views themselves as learners and engage those with whom they work as informants</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Competency #5: Student Intern advances human right and social and economic justice.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.1</td>
<td>Understands the forms and mechanisms of oppression and discrimination</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>5.2</td>
<td>Advocates for human rights and social and economic justice</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>5.3</td>
<td>Engages in practices that advance social and economic justice</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Competency #6: Student Intern engages in research-informed practice and practice-informed research.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.1</td>
<td>Use practice experience to inform scientific inquiry (research)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>6.2</td>
<td>Use research evidence to inform practice (learning)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>COMPETENCY #7: Student Intern applies knowledge of human behavior and social environment.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.1</td>
<td>Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>7.2</td>
<td>Critiques and applies knowledge to understand person and environment</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### COMPETENCY #8: Student Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Rating</th>
<th>Percentage</th>
<th>Sigma</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1</td>
<td>Analyzes, formulates, and advocates for policies that advance social well-being</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>8.2</td>
<td>Collaborates with colleagues and clients for effective policy action</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Comments:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

### COMPETENCY #9: Student Intern responds to contexts that shape practice.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Rating</th>
<th>Percentage</th>
<th>Sigma</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1</td>
<td>Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>9.2</td>
<td>Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Comments:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

### COMPETENCY #10: Student Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations and communities.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Rating</th>
<th>Percentage</th>
<th>Sigma</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1</td>
<td>Substantively and affectively prepares for action with individuals, families, organizations and communities</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>10.2</td>
<td>Uses empathy and other interpersonal skills</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>10.3</td>
<td>Develops mutually agreed-upon focus of work and desired outcomes</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>10.4</td>
<td>Collects, organizes and interprets client data</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>10.5</td>
<td>Assesses clients strengths and limitations</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>10.6</td>
<td>Develops mutually agreed-on intervention goals and objectives</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>10.7</td>
<td>Selects appropriate intervention strategies</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>10.8</td>
<td>Initiates actions to achieve organizational goals</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>10.9</td>
<td>Implements prevention interventions that enhance client capacities</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>10.10</td>
<td>Helps clients resolve problems</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>10.11</td>
<td>Negotiates, mediates and advocates for clients</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>10.12</td>
<td>Facilitates transitions and endings</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>10.13</td>
<td>Critically analyze, monitor, and evaluate interventions</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
Comments:

_____________________________________________________________________________________
_____________________________________________________________________________________  
_____________________________________________________________________________________  
_____________________________________________________________________________________  
_____________________________________________________________________________________  
___________________________________________________________________________________  
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

MIDTERM EVALUATION – Fall:       Spring:       

This section is to only be completed at midterm and not for the final evaluation. Please check one of the following and write any additional comments; attach another sheet if necessary.

____ Intern is excelling in field placement by performing above expectations for interns

____ Intern is meeting the expectations of a field placement intern

____ Intern is functioning somewhat below the expectations of a field placement intern. It is questionable that this intern will be ready for beginning level social work practice by the end of this block placement.

____ Intern is functioning below the expectations of a field placement intern. There is extensive concern that this intern will not be ready for beginning level social work practice and may need to be counseled by the Department of Social Work’s governing body.

Additional Comments:
_____________________________________________________________________________________
_____________________________________________________________________________________  
_____________________________________________________________________________________  
_____________________________________________________________________________________  
_____________________________________________________________________________________  
___________________________________________________________________________________  

FINAL OVERALL EVALUATION – Fall:       Spring:       


This section is to only be completed at the final evaluation. Do not complete anything in the Midterm section above. Please check one of the following and write any additional comments; attach another sheet if necessary.

____ Intern has excelled in the field placement by performing above expectations for interns. This intern would be considered for a position at this agency, if there were one available and appropriate.

____ Intern has met the expectations of the field placement. This intern is ready for beginning level social work practice.

____ Intern functioned below the expectations of a field placement intern and is not yet ready for beginning level social work practice.

____ Intern has demonstrated significant problems in performance and is not ready for beginning level social work practice. It is recommended or may be beneficial for intern to have a consultation meeting with the Department of Social Work's governing body for further disposition.

Comments:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

This evaluation has been reviewed and discussed.

_________________________________________  ________________________________
Agency Field Instructor/Date                  Intern/Date

______________OFFICE USE ONLY_______________

____ Follow Up with Visit by Field Coordinator

____ Follow Up with Phone Consultation by Field Coordinator

____ No Follow Up Needed/Field Coordinator Review Only

_________________________________________
Field Coordinator/Date
Portfolio Oral Defense

Students will be required to defend their portfolio upon completion of a thorough evaluation by a panel of Social Work Faculty and a community Social Work Practitioner(s). The Program Coordinator will schedule a time and date for the student’s defense approximately 1-2 weeks after a successful (earned at least 80%) evaluation. It is expected for each oral defense to take 30 minutes. You are requested to practice timing your presentation so that you do not go beyond the recommended time frame (you will be stopped).

At the end of your presentation you will be questioned by the panel. Questions will be generated from your portfolio’s content and information you have provided as part of your oral presentation. Importantly, your ability to demonstrate a sound attainment of practice skills will be assessed.

Your oral defense must earn at least 80% to pass this portion of your evaluation as fulfillment for graduation.

Defense Guidelines:

- 12 slide professional power point presentation (creativity is important)
- Student must introduce themselves
- Student must discuss their personal mission statement (it must connect to the program and department’s mission)
- Discuss your personal values and how they are reflective of the profession’s values and ethics
- Discuss your future plans/goals (5 year plan) for yourself as a professional
- Discuss special highlights of your most exciting event(s) while in the program
- What have you learned about professionalism from your course work and field experience?
- How has the program helped you in the development of your leadership abilities for the practice of social work?
- Discuss how you will implement social and economic justice, and celebrate diversity?
- Discuss your desired population from which you wish to serve?
- What is your strategy for job attainment and or graduate school?
- What are your plans for licensure preparation?
- What has been your most difficult challenge in the program?
- Discuss your involvement in your program organizations (Phi Alpha/Social Work Association)
- What has been your strengths in the program
- What are your weaknesses and or things you need to improve (discuss at least 3)
- Discuss which skills you have learned from the program that will be helpful to you in practice.
Portfolio Content Grading Rubrics

*Part I: Professional Appearance and Construction of Binder*

1. Three Inch three ring binder (white, black, blue or maroon) with plastic cover on front
2. Sheet protectors for all written material
3. Subject dividers with typed tabs
4. Written communication skills to include APA style 12 font – one inch margins
5. Use of Creativity to include the use of highlighter, special pens etc.
6. Portfolio content organized following guidelines on page 10 and 11 of handbook

<table>
<thead>
<tr>
<th>Criteria</th>
<th>0% Non-Performance</th>
<th>50% Basic</th>
<th>80% Proficient</th>
<th>100% Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Appearance and Construction of Binder</td>
<td>Did not meet any of the required standards</td>
<td>Three out of six requirements met</td>
<td>Five out of six requirements met</td>
<td>Six out of six requirements met</td>
</tr>
</tbody>
</table>

Total Score for Section ______________
Part II: Portfolio Content

☐ Title/Cover Page
  ☐ Name of the assignment (Professional Portfolio)
  ☐ Professional Full Body Photograph in Professional attire (digital)
  ☐ Name
  ☐ Program
  ☐ Major
  ☐ Date
  ☐ A&M Motto “Service is Sovereignty”

☐ Table of Contents
  ☐ Pages Numbered
  ☐ Include reference page

☐ Departmental, Program, & Student Personal Mission Statements

☐ Resume
  ☐ Three (3) Reference Letters
  ☐ Unofficial Transcript

☐ Five Year Post Graduate Plan
  ☐ Self-care and prevention plan to control for burnout
  ☐ Advanced Degree Plan/Licensure plan
  ☐ Employment Strategies/ Goals
  ☐ Specific Population you wish to work with

☐ Learning Experience Paper (5 page paper)

☐ Copies of Course Syllabi
  ☐ Examples of best course work(one) reflecting major content areas from each course

☐ Career Development
  ☐ Certificates of completion

☐ Student Awards

☐ Licensure Preparation Plan

☐ Social Work Career Day
  ☐ Certificates of completion

☐ Professional Conference Attendance
  ☐ Program/booklets
  ☐ Receipt of payment/Certificate of attendance

☐ Service as Mentor

☐ Measurement Scales
<table>
<thead>
<tr>
<th>Criteria</th>
<th>0% Non-Performance</th>
<th>50% Basic</th>
<th>80% Proficient</th>
<th>100% Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title /Cover Page</td>
<td>Did not meet any requirements</td>
<td>Three out of Seven requirements</td>
<td>Five out of seven requirements</td>
<td>Seven out of seven</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>Did not meet any requirements</td>
<td></td>
<td>Met the Requirement</td>
<td></td>
</tr>
<tr>
<td>Departmental, Program, and Student Personal Mission Statements</td>
<td>Did not meet any requirements</td>
<td>One out of three of the requirements</td>
<td>Two out of three of the requirements</td>
<td>Three out of three requirements</td>
</tr>
<tr>
<td>Resume</td>
<td>Did not meet any requirement</td>
<td></td>
<td>Met the requirements</td>
<td></td>
</tr>
<tr>
<td>5 year Post Graduate Plan</td>
<td>Did not meet any requirements</td>
<td>One out of four of the requirements</td>
<td>Three out of four of the requirements</td>
<td>Four out of four of the requirements</td>
</tr>
<tr>
<td>Learning Experience Paper</td>
<td>Did not meet any requirements</td>
<td></td>
<td>Met the requirements</td>
<td></td>
</tr>
<tr>
<td>Copies of Course Syllabi</td>
<td>Did not meet any requirements</td>
<td></td>
<td>Met the requirements</td>
<td></td>
</tr>
<tr>
<td>Career Development</td>
<td>Did not meet any requirements</td>
<td></td>
<td>Met the requirements</td>
<td></td>
</tr>
<tr>
<td>Student Awards</td>
<td>Did not meet any requirements</td>
<td></td>
<td>Met the requirements</td>
<td></td>
</tr>
<tr>
<td>Licensure Preparation Plan</td>
<td>Did not meet any requirements</td>
<td></td>
<td>Met the requirements</td>
<td></td>
</tr>
<tr>
<td>Social Work Career Day</td>
<td>Did not meet any requirements</td>
<td></td>
<td>Met the requirements</td>
<td></td>
</tr>
<tr>
<td>Professional Conference Attendance</td>
<td>Did not meet any requirements</td>
<td></td>
<td>Met the requirements</td>
<td></td>
</tr>
<tr>
<td>Service as Mentor</td>
<td>Did not meet any requirements</td>
<td></td>
<td>Met the requirements</td>
<td></td>
</tr>
<tr>
<td>Measurement Scales</td>
<td>Did not meet any requirements</td>
<td></td>
<td>Met the requirements</td>
<td></td>
</tr>
</tbody>
</table>

Total Score for Section ________________

1400 = 100%
1120 = 80%

**Part III: Portfolio Oral Defense**

1. Professional, Creative PowerPoint Presentation
   a. 12 slides only
   b. Professional attire
   c. No longer than 30 minutes
2. Introduction
   a. Personal Mission Statement
   b. Personal & Professional Values and Ethics and how they are related
3. Five Year Plan and Goals
4. Highlights of most exciting events while in program & professionalism learned from course work and experience
5. Discussion of how program has shaped development of leadership abilities for the practice of Social Work
6. Discussion of plans for implementing social & economic justice while celebrating diversity and the population you wish to serve.
7. Discussion of strategies for job attainment and/or graduate school admission and plans for licensure preparation
8. Discussion of strengths, areas of improvement (at least three), and most difficult challenges in program
9. Discussion of involvement in program & professional organizations (Phi Alpha, Social Work Club, NASW, etc.)
10. Discussion of skills learned in program and how they will be helpful in practice

<table>
<thead>
<tr>
<th>Criteria</th>
<th>0% Non-Performance</th>
<th>50% Basic</th>
<th>80% Proficient</th>
<th>100% Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio Oral Defense</td>
<td>Did not meet any requirements</td>
<td>Three out of ten requirements met</td>
<td>Seven out of ten requirements met</td>
<td>Ten out of ten requirements met</td>
</tr>
</tbody>
</table>

Total Score for Section __________

Total Score Overall __________