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

BSW Program Professional Portfolio

MANUAL

Main Campus
and
Lawson State Campus

Revised Fall 2018

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INTRODUCTION

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, whether you are on our main campus in Huntsville, or at our Lawson State location in Birmingham. 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:

- Creativity of achievements in an orderly and visual manner
- A visual demonstration of personal and professional growth
- Reflect and demonstrate all nine <u>Council on Social Work (CSWE) 2015 EPAS Social Work Competencies</u>
- Licensure Preparation Activities and Licensure Action Plan After Graduation
- An Action Plan for Advance Studies
- 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
- National Association of Social Work (NASW) and other professional memberships
- Code of Ethics and Professional Standards of Conduct (Demonstration)

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 BSW Program Faculty and Staff at our main campus and Lawson State location 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,

Helen Fischle, MSW	Turenza Smith, PhD, LMSW
BSW Program Coordinator	BSW/MSW Program Coordinator
Main Campus	Lawson State Campus

Social Work Program's Mission Statement

The mission of the Social Work Programs at Alabama A&M University is to prepare competent and ethical BSW students for entry level generalist practice and competent and ethical MSW students for advanced generalist practice. The Social Work Programs are committed to preparing students who will promote human and community well-being, demonstrate respect for human diversity engage in scientific inquiry, be committed to life-long learning and demonstrate knowledge of and an ability to engage in professional practice that recognizes the interconnections between social policy, social, economic and environmental justice and vulnerable populations in rural and urban communities locally, nationally and globally.

BSW Program Mission Statement

Grounded in the core values of the profession and implemented within an EPSE (ecological perspective problem solving model and empowerment perspective) framework, the mission of the BSW Program at Alabama A&M University is to prepare students, particularly those from historically oppressed populations, for holistically competent and ethical entry-level generalist practice. The BSW Program is committed to preparing students who will promote human and community well-being, and demonstrate knowledge of and an ability engage in professional practice that recognizes the interconnections between social policy, social, economic and environmental justice and vulnerable populations in rural and urban communities locally, nationally and globally.

BSW Program Goals

1. Prepare holistically competent, entry-level generalist social work practitioners who will promote human and community well-being through the ethical application of social work knowledge, values, skills and cognitive and affective processes and behaviors to multi-systemic interventions with individuals, groups, families, organizations, and communities in rural and urban contexts.

2. Prepare holistically competent, entry-level generalist social work practitioners who will employ an EPSE (ecological perspective, problem solving model and empowerment perspective) framework and critical thinking skills to apply appropriate theories and evidence-based knowledge to multi-level interventions responsive to the needs of diverse client systems in rural and urban contexts.

3. Prepare students with competency-based, generalist foundational knowledge, skills, values and cognitive and affective processes and behaviors in the domains of values and ethics; diversity and difference; human rights and social, economic and environmental justice; research; policy; multi-systemic engagement, assessment and intervention; and evaluation.

4. Prepare holistically competent, entry-level generalist social work practitioners who demonstrate a respect for all persons, are committed to life-long learning and are knowledgeable of the social context of social work practice, to include the dynamics of community and organizational change, the forms and mechanisms of oppression, and interconnections between social policy, social, economic and environmental justice and vulnerable populations in rural and urban contexts locally, nationally and globally.

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 BSW 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
- A visual demonstration of personal and professional growth
- Reflect and demonstrate all nine Council on Social Work (CSWE) 2015 EPAS Social Work Competencies
- Licensure Preparation Activities and Licensure Action Plan After Graduation
- An Action Plan for Advance Studies
- Attendance at workshops, social work career day and conferences
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- National Association of Social Work (NASW) and other professional memberships
- Code of Ethics and Professional Standards of Conduct (Demonstration)

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 Bachelor's 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.

Procedures for Submitting your Portfolio

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. Students are to upload their completed document in SWK 414L Field Seminar Course taken by students who are their final semester (fall or spring). Students will present an oral defense which will be scheduled by the BSW Program Coordinator (not before document meet standards).

Please be advised that PORTFOLIOS WILL NOT BE ACCEPTED PAST THE SUBMISSION DEADLINE. This is a requirement for graduation-it is your exit examination (assessment) from the BSW Program and University. The Faculty from the Undergraduate Program and a professional social worker(S) from the community will evaluate your oral defense and or 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 submit the revised copy. It is important that you receive at least 80% in each graded area to meet the proficiency level expected.

Organizing Your Portfolio

The following items are to be included in your Portfolio:

Section A:

1. Social Work Programs, BSW Program, & Student Personal Mission Statements
2. Resume
3. Three (3) Reference Letters

4. Five Year Post Graduate Plan
   - Self-care and Prevention Plan to control for burnout
   - Advance degree plans (Masters)/Licensure Plan
   - Employment goals and strategies
   - Specific population you wish to work with after graduation (either from BSW or MSW program)
5. Student Awards (academic or professional)
6. Social Work Career Day Certificates of completion or documentation to support attendance.
7. Professional Conference Attendance (students must attend a minimum of 1 local, national, regional or national conference)

Section B:

- Written demonstration of competencies and practice behaviors (Proper use of APA Style in papers, grammar, citations and formatting)

Section C:

- Oral presentation (presentations to include appropriate font, spacing, grammar, citations, and formatting)

Section D:
- Measurement Scales
  - ➢ Social Work Self-Efficacy Scale
  - ➢ Social Work Self-Interest Instrument
  - ➢ Lifelong Learning Questionnaire
  - ➢ Field-Instruction Final Evaluations

Professional Development
(Section A)

1. Social Work Programs, BSW Program, & Student Personal Mission Statements
2. Resume
3. Three (3) Reference Letters

4. Five Year Post Graduate Plan
   - ▪ Self-care and Prevention Plan to control for burnout
   - ▪ Advance degree plans (Masters)/Licensure Plan
   - ▪ Employment goals and strategies
   - ▪ Specific population you wish to work with after graduation (either from BSW or MSW program)
5. Student Awards (academic or professional)
6. Social Work Career Day Certificates of completion or documentation to support attendance.
7. Professional Conference Attendance (students must attend a minimum of 1 local, national, regional or national conference)

Written Demonstration of Competencies and Behaviors
(Section B)

There are nine 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. Students are required to write a response to each behavior listed under each of the nine competencies (see example on p. 9) These competencies and the practice behaviors are as follows:

Competency I: **Demonstrate Ethical and Professional Behavior**
Student Learning Outcome/Behavior:
1.1 Make ethical decisions by applying standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to context;
1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
1.4 Use of technology ethically and appropriately to facilitate practice outcomes;
1.5 Use supervision and consultation to guide professional judgment and behavior.

Competency II: **Engage Diversity and Difference in Practice**
Student Learning Outcome/Behavior:
2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences;
2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency III: **Advance Human Rights and Social, Economic, and Environmental Justice**
Student Learning Outcome/Behavior:
3.1 Applying their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels.
3.2 Engage in practices that advance social, economic, and environmental justice.

Competency IV: **Engage In Practice-informed Research and**
Research-informed Practice
Student Learning Outcome/Behavior:
4.1 Use practice experience and theory to inform scientific inquiry and research;
4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency V: Engage in Policy Practice
Student Learning Outcome/Behavior:
5.1 Identify social policy at the local, state, and federal level that impacts well-being, services delivery, and access to social services;
5.2 Assess how social welfare and economic policies impact the delivery of and access to social services;
5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency VI: Engage with individuals, families, groups, organizations, and communities

Student Learning Outcome/Behavior:
6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency VII: Assess individuals, families, groups, organizations, and communities
Student Learning Outcome/Behavior:
7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengthens, needs, and challenges within clients and constituencies.
7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency VIII: Intervene with individuals, families, groups, organizations, and communities

Student Learning Outcome/Behavior:
8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
8.4 Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency IX: Evaluate practice with individuals, families, groups, organizations, and communities
Student Learning Outcome/Behavior:
9.1 Select and use appropriate methods for evaluation of outcomes.
9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Example:
The following is an example of how students should structure their responses to each of the nine Council on Social Work (CSWE) 2015 EPAS Social Work Competencies and the behaviors in the written portion of their E-portfolio. Responses should provide the reader with detailed yet succinct information that demonstrates that the student has demonstrated the behaviors described under each competency. Students should share experiences gained during course assignments and social work field experiences. Each response should be written clearly, in APA format and checked carefully for grammar (please proof-read responses before submitting final document.

Competency II: **Engage Diversity and Difference in Practice**
Student Learning Outcome/Behavior

2.1 - Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
During my junior year, I took a course called SWK 304 - Diverse Populations. One of the student learning outcomes of the course was to "gain communication styles for helping clients from diverse populations" as well as "gain an understanding of how poverty, disabilities, racism and sexism affect specific population subgroups in their social functioning. The course required that I interview an individual that differed significantly from me in regards to their identity (race, ethnicity, ability, sexual orientation etc.). I had to develop 10 interview questions and find 8-10 peer reviewed articles that addressed the identity of the individual I selected as well as evidenced based strategies that would strengthen cross cultural practice skills with the population on a micro, mezzo and macro level. Finally, I had to present the results of the interview and research to my professor and peers. By conducting the interview and reading the peer reviewed articles, I found that people with disabilities face many prejudices and forms of discrimination that help to shape their life experiences.

2.2 - Present themselves as learners and engage clients and constituencies as experts of their own experiences;
While I was doing my field placement at Jones and Company, many of the clients I worked with shared their stories about how they were treated differently by family, friends and co-workers because of their disability. Clients also discussed some of the challenges they faced in regard to social policies that impacted their rights. I learned a lot from just allowing the clients to share their concerns and feelings. It taught me that I did not have all the answers to life. I learned that by simply listening to the clients and demonstrating empathy helped them to feel validated.

2.3 - Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
In Diverse Populations, we had to complete an assignment called "Things I Learned Growing Up." The assignment required that I reflect on my beliefs and that of my family, media and my own beliefs regarding various social groups. After completing the assignment, I could clearly see my personal bias (both negative and positive) towards certain social groups. I realized that many of the social groups I identified as having a bias towards, I eventually had to work with them in my field placement. I also realized that there were some social groups that I had little to no contact with even to this day. This exercise helped to prepare me for field as I was more aware of my biases and the need to be professional and ethical with everyone I worked with

Portfolio Oral Defense

(Section C)

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.

At the end of your presentation the panel will question you. 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. Part II

1. Professional PowerPoint Presentation
   - A minimum of **15 slides** and no more than **25**
   - Professional attire
   - 30-minute limit
2. Introduction of Personal Mission Statement
3. Summarize how you have demonstrated each Social Work Competency. Do not restate competencies and practice behaviors as you have already written in detail about them; but summarize each competency. Each competency should have three bullet points.
4. Discussion of how AAMU BSW Program has shaped development of leadership abilities for the practice of Social Work
5. Discussion of AAMU BSW Program strengths, areas of improvement (at least three), and most difficult challenges in program
6. Discussion of skills learned in AAMU BSW Program and how they will be helpful in practice

Measurement Scales

(Section D)

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.

	How confident are you that you can.	Cannot Do at all	Moderately can do	Certainly Can Do
1	Initiate and sustain empathic, culturally sensitive, non-judgmental, disciplined relationships with clients?	0 10 20 30	40 50 60 70	80 90 100
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?	0 10 20 30	40 50 60 70	80 90 100
3	Apply developmental, behavioral science and social theories in your work with individuals, groups, and families?	0 10 20 30	40 50 60 70	80 90 100
4	Understand the dialectic of internal conflict and social forces in a particular case?	0 10 20 30	40 50 60 70	80 90 100
5	Intervene effectively with individuals?	0 10 20 30	40 50 60 70	80 90 100
6	Intervene effectively with families?	0 10 20 30	40 50 60 70	80 90 100
7	Intervene effectively with groups?	0 10 20 30	40 50 60 70	80 90 100
8	Work with various systems to obtain services for clients (e.g., public assistance, housing, Medicaid, etc.)	0 10 20 30	40 50 60 70	80 90 100
9	Assume the social work role of change agent / advocate by identifying and working to realistically address gaps in services to clients?	0 10 20 30	40 50 60 70	80 90 100

10	Function effectively as a member of a service team within the agency and service delivery system, consistently fulfilling organizational and client-related responsibilities?	0 10 20 30 40 50 60 70 80 90 100
11	Maintain self-awareness in practice, recognizing your own personal values and biases, and preventing or resolving their intrusion into practice?	0 10 20 30 40 50 60 70 80 90 100
12	Critically evaluate your own practice, seeking guidance appropriately and pursuing ongoing professional development?	0 10 20 30 40 50 60 70 80 90 100
13	Practice in accordance with the ethics and values of the profession?	0 10 20 30 40 50 60 70 80 90 100
14	Analyze a critical piece of welfare legislation?	0 10 20 30 40 50 60 70 80 90 100
15	Define the impact of a major social policy on vulnerable client populations (e.g., the Welfare Reform Act)?	0 10 20 30 40 50 60 70 80 90 100
16	Use library and on-line resources to retrieve published articles and reports from the empirical research literature?	0 10 20 30 40 50 60 70 80 90 100
17	Critically review and understand the scholarly literature?	0 10 20 30 40 50 60 70 80 90 100
18	Evaluate your own practice using an appropriate research method (e.g., single system designs, brief measures such as scales, indexes, or checklists)?	0 10 20 30 40 50 60 70 80 90 100
19	Participate in using research methods to address problems encountered in practice and agency based settings?	0 10 20 30 40 50 60 70 80 90 100
20	Teach clients skills to relieve their own stress?	0 10 20 30 40 50 60 70 80 90 100
21	Educate clients about how to prevent certain problems from reoccurring?	0 10 20 30 40 50 60 70 80 90 100
22	Help clients to reduce dysfunctional ways of thinking that contribute to their problems?	0 10 20 30 40 50 60 70 80 90 100
23	Help clients to anticipate situations that can cause problems for them?	0 10 20 30 40 50 60 70 80 90 100
24	Teach clients specific skills to deal with certain problems?	0 10 20 30 40 50 60 70 80 90 100

		0	10	20	30	40	50	60	70	80	90	100
25	Help clients to understand better how the consequences of their behavior affect their problems?	0	10	20	30	40	50	60	70	80	90	100
26	Teach clients how to manage difficult feelings?	0	10	20	30	40	50	60	70	80	90	100
27	Demonstrate to clients how to express their thoughts and feelings more effectively to others?	0	10	20	30	40	50	60	70	80	90	100
28	Help clients to practice their new problem-solving skills outside of treatment visits?	0	10	20	30	40	50	60	70	80	90	100
29	Teach communication skills to clients?	0	10	20	30	40	50	60	70	80	90	100
30	Teach clients how to manage their own problem behaviors?	0	10	20	30	40	50	60	70	80	90	100
31	Show clients how to reward themselves for progress with a problem?	0	10	20	30	40	50	60	70	80	90	100
32	Teach clients how to accomplish tasks more effectively?	0	10	20	30	40	50	60	70	80	90	100
33	Coach clients in how to make decisions more effectively?	0	10	20	30	40	50	60	70	80	90	100
34	Teach clients the skills for reducing unhealthful habits?	0	10	20	30	40	50	60	70	80	90	100
35	Show clients how to set limits with others' dysfunctional behavior?	0	10	20	30	40	50	60	70	80	90	100
36	Assess the level of client's material resources?	0	10	20	30	40	50	60	70	80	90	100
37	Monitor the delivery of services provided by several other providers?	0	10	20	30	40	50	60	70	80	90	100
38	Advocate on others behalf?	0	10	20	30	40	50	60	70	80	90	100
39	Make referrals to other services?	0	10	20	30	40	50	60	70	80	90	100
40	Analyze social problems and policies relevant to the client's problems?	0	10	20	30	40	50	60	70	80	90	100
41	Provide information about other services available to clients?	0	10	20	30	40	50	60	70	80	90	100
42	Network with agencies to coordinate services?	0	10	20	30	40	50	60	70	80	90	100
43	Reflect thoughts and feelings to help clients feel understood?	0	10	20	30	40	50	60	70	80	90	100
44	Employ empathy to help clients feel that they can trust you?	0	10	20	30	40	50	60	70	80	90	100
45	Provide emotional support for clients?	0	10	20	30	40	50	60	70	80	90	100
46	Help clients feel like they want to open up to you?	0	10	20	30	40	50	60	70	80	90	100

47	Employ the treatment relationship so clients can feel accepted for who they are?	0	10	20	30	40	50	60	70	80	90	100
48	Point out their successes to increase client's self-confidence?	0	10	20	30	40	50	60	70	80	90	100
49	Define the client's problems in specific terms?	0	10	20	30	40	50	60	70	80	90	100
50	Collaborate with clients in setting intervention goals?	0	10	20	30	40	50	60	70	80	90	100
51	Define treatment objectives in specific terms?	0	10	20	30	40	50	60	70	80	90	100
52	Ask clients to evaluate the effects of treatment on themselves?	0	10	20	30	40	50	60	70	80	90	100

Score _____out of 5200   Average (Total Score/5200) _____

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.

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

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

Grading the E-Portfolio

The E-Portfolio and oral presentation will be graded using the rubrics that will be built into Blackboard for SWK 414L – Field Instruction and Seminar. Students will be able to view their scores and feedback through Blackboard.

Alabama A & M University
Social Work BSW Program
Senior Portfolio Rubric
(Section A)

Criteria	Limited	Less Than Adequate	Proficient	Excellent
Departmental, Program, and Student Personal Mission Statements	Did not meet any requirements	One out of the three requirements	Two out of the three requirements	Three out of the three requirements
Resume	Did not meet any requirements			Met the requirements
5 year post graduate plan	Did not meet any requirements	One out of the four requirements	Three out of the four requirements	Four out of four requirements
Student Awards	Did not meet any requirements			Met the requirements
Social Work Career Day	Did not meet any requirements			Met the requirements
Professional Conference Attendance	Did not meet any requirements			Met the requirements
Measurement Scales	Did not meet any requirements	One out of three requirements	Two out of three requirements	Three out of three requirements
3 letters of recommendation	Did not meet any requirements			Met the requirements

Alabama A & M University
Social Work BSW Program
Senior Portfolio

Departmental Competencies and Student Outcome/Behaviors Rubric
(Section B)

Competency I: Demonstrate Ethical and Professional Behavior				
Student Learning Outcome/Behavior:	Limited	Less Than Adequate	Proficient	Excellent
1.1- Make ethical decisions by applying standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to context;				
1.2-Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.				
1.3-Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;				
1.4-Use of technology ethically and appropriately to facilitate practice outcomes;				
1.5-Use supervision and consultation to guide professional judgment and behavior.				
Comments:				

Competency II: Engage Diversity and Difference in Practice				
Student Learning Outcome/Behavior:	Limited	Less Than Adequate	Proficient	Excellent
2.1-Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.				
2.2 -Present themselves as learners and engage clients and constituencies as experts of their own experiences;				
2.3 - Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.				
Comments:				

Competency III: Advance Human Rights and Social, Economic, and Environmental Justice				
Student Learning Outcome/Behavior:	Limited	Less Than Adequate	Proficient	Excellent
3.1 - Applying their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels;				
3.2 -Engage in practices that advance social, economic, and environmental justice.				
Comments:				

Competency IV: Engage In Practice-informed Research and Research-informed Practice				
Student Learning Outcome/Behavior:	Limited	Less Than Adequate	Proficient	Excellent
4.1 - Use practice experience and theory to inform scientific inquiry and research;				
4.2 - Apply critical thinking to engage in				

analysis of quantitative and qualitative research methods and research findings;				
4.3- Use and translate research evidence to inform and improve practice, policy, and service delivery.				

Competency V: Engage in Policy Practice

Student Learning Outcome/Behavior:	Limited	Less Than Adequate	Proficient	Excellent
5.1 - Identify social policy at the local, state, and federal level that impacts well-being, services delivery, and access to social services;				
5.2 - Assess how social welfare and economic policies impact the delivery of and access to social services;				
5.3 - Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.				
Comments:				

Competency VI: Engage with individuals, families, groups, organizations, and communities				
Student Learning Outcome/Behavior:	Limited	Less Than Adequate	Proficient	Excellent
6.1 -Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.				
6.2 - Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.				
Comments:				

Competency VII: Assess individuals, families, groups, organizations, and communities.				
Student Learning Outcome/Behavior:	Limited	Less Than Adequate	Proficient	Excellent
7.1 - Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.				
7.2 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.				
7.3 - Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.				
7.4 - Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.				
Comments:				

Competency VIII: Intervene with individuals, families, groups, organizations, and communities:				
Student Learning Outcome/Behavior:	Limited	Less Than Adequate	Proficient	Excellent
8.1 - Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.				
8.2 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.				
8.3 - Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.				
8.4 - Negotiate, mediate, and advocate				

	Limited	Less Than Adequate	Proficient	Excellent
with and on behalf of diverse clients and constituencies;				
8.5- Facilitate effective transitions and endings that advance mutually agreed-on goals.				
Comments:				

Competency IX: Evaluate practice with individuals, families, groups, organizations, and communities.				
Student Learning Outcome/Behavior:	Limited	Less Than Adequate	Proficient	Excellent
9.1 - Select and use appropriate methods for evaluation of outcomes.				
9.2 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.				
9.3 - Critically analyze, monitor, and evaluate intervention and program processes and outcomes.				
9.4 - Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.				
Grammar/use of APA format				

Section Total		
	/128	Percentage Grade _____

Alabama A & M University
Social Work BSW Program

Capstone Assessment - Senior Portfolio Oral Presentation Evaluation
Rubric

(Section C)

Competency I: Demonstrate Ethical and Professional Behavior				
Student Learning Outcome/Behavior:	Limited	Less Than Adequate	Proficient	Excellent
1.1- Make ethical decisions by applying standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to context;				
1.2-Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.				
1.3-Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;				
1.4-Use of technology ethically and appropriately to facilitate practice outcomes;				
1.5-Use supervision and consultation to guide professional judgment and behavior.				
Comments:				

Competency II: Engage Diversity and Difference in Practice				
Student Learning Outcome/Behavior:	Limited	Less Than Adequate	Proficient	Excellent
2.1-Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.				
2.2 -Present themselves as learners and engage clients and constituencies as experts of their own experiences;				
2.3 - Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.				
Comments:				

Competency III: Advance Human Rights and Social, Economic, and Environmental Justice				
Student Learning Outcome/Behavior:	Limited	Less Than Adequate	Proficient	Excellent
3.1 - Applying their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels;				
3.2 -Engage in practices that advance social, economic, and environmental justice.				
Comments:				

Competency IV: Engage In Practice-informed Research and Research-informed Practice				
Student Learning Outcome/Behavior:	Limited	Less Than Adequate	Proficient	Excellent
4.1 - Use practice experience and theory to inform scientific inquiry and research;				
4.2 - Apply critical thinking to engage in analysis of quantitative				

and qualitative research methods and research findings;				
4.3- Use and translate research evidence to inform and improve practice, policy, and service delivery.				

Competency V: Engage in Policy Practice

Student Learning Outcome/Behavior:	Limited	Less Than Adequate	Proficient	Excellent
5.1 - Identify social policy at the local, state, and federal level that impacts well-being, services delivery, and access to social services;				
5.2 - Assess how social welfare and economic policies impact the delivery of and access to social services;				
5.3 - Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.				
Comments:				

Competency VI: Engage with individuals, families, groups, organizations, and communities

Student Learning Outcome/Behavior:	Limited	Less Than Adequate	Proficient	Excellent
6.1 -Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.				
6.2 - Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.				
Comments:				

Competency VII: Assess individuals, families, groups, organizations, and communities.

Student Learning Outcome/Behavior:	Limited	Less Than Adequate	Proficient	Excellent
7.1 - Collect and organize data, and				

	Limited	Less Than Adequate	Proficient	Excellent
apply critical thinking to interpret information from clients and constituencies.				
7.2 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.				
7.3 - Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.				
7.4 - Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.				
Comments:				

Competency VIII: Intervene with individuals, families, groups, organizations, and communities:				
Student Learning Outcome/Behavior:	Limited	Less Than Adequate	Proficient	Excellent
8.1 - Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.				
8.2 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.				
8.3 - Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.				
8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;				
8.5- Facilitate effective transitions and endings that advance mutually agreed-on goals.				
Comments:				

Competency IX: Evaluate practice with individuals, families, groups, organizations, and communities.				
Student Learning Outcome/Behavior:	Limited	Less Than Adequate	Proficient	Excellent
9.1 - Select and use appropriate methods for evaluation of outcomes.				
9.2 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.				
9.3 - Critically analyze, monitor, and evaluate intervention and program processes and outcomes.				
9.4 - Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.				
Student discussed Personal Mission Statement, strengths and areas of improvement for the BSW Program, discussed challenges they have experienced. Discussed what they have learned in terms of leadership.				
Student was dressed professionally for oral presentation				
Student used PowerPoint slides, provided reference page, APA format.				
Student spoke clearly, Provided eye contact				
Section Total			/136	Percentage Grade _____