

# SCHOOL OF SOCIAL WORK E-PORTFOLIO GUIDELINES

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#### Purpose

The e-portfolio serves multiple purposes for the students, faculty, and BSSW Program. It is an opportunity for students to critically reflect on their learning throughout the BSSW Program and relate it to the nine 2022 Council on Social Work Education (CSWE) competencies. It is also an outcome measure for the Program, allowing the faculty to assess areas in the curriculum that need enhancements or modifications. The e-portfolio can also serve as a sample of a student's knowledge, skills, and abilities that they can use with prospective employers.

### **Required Format**

# When you are ready to create the e-portfolio, use the guidelines below to complete each section (I-V).

The e-portfolio must use 1-inch margins, Times New Roman, 12-point font, be double-spaced, and include the following:

### I. <u>Title Page and Honor Code</u>

Students must create a title page that has their name and semester/year on it. This is an opportunity to create a professional, visual start to your e-portfolio. On the title page, students must also write the School of Social Work Honor Code Attestation:

I understand that as a social work student in FIU's School of Social Work, I am a member of an ethical community. By submitting this required coursework, I attest that I have followed the FIU School of Social Work Student Honor Pledge.

\*Failure to write the School of Social Work Honor Code Attestation on the title page will result in the e-portfolio not being accepted and a late submission penalty once it is submitted with the Honor Code Attestation.

#### II. <u>Table of Contents</u>

Students must create a table of contents that shows readers the order of the different components and what, specifically, is included. Page numbers are not necessary.

#### II. <u>Resume</u>

Students must create a professional resume that would be appropriate for applying to a social work position. Students are *strongly* encouraged to work with Stempel College's Career Specialist, Ms. Isabel Capella, in the Office of Student and Alumni Affairs. Please contact her at <u>icapella@fiu.edu</u> or 305-348-2423.

#### III. Evidence of Meeting Competencies

For each of the 9 competencies, students must provide **one (1) assignment**. These assignments **must** be selected from the Menu of Assignments (pages 5-6) included in these guidelines.

- Students *may* use one assignment for multiple competencies if it is on the menu for all of those competencies. In these cases, students should include that assignment only once.
- For each selected assignment, the student must have earned a minimum of a "C" grade. Students include the final version of each of the assignments they have saved with or without the instructor's comments. The final grade does not need to appear on the assignment.
- On a title page or running header, students *must* label each learning product with the course number and name as well as the name of the assignment as listed on the Menu of Assignments.
- All assignments must have been completed individually (no group projects) even if the product is included on the menu.

\*<u>Important</u>: Students should be saving all final versions of assignments from courses taken throughout the BSSW program to use in the e-portfolio.

# MENU OF ASSIGNMENTS

- ✓ For each competency, select one assignment from the list below that you earned a 'C' or higher
- ✓ Use the course number and assignment name as listed below when writing the summative reflection and when labeling it to submit with the e-portfolio (Section IV, part A, #2 on page 7 below)

CORE COMPETENCIES	ASSIGNMENTS
1 – Demonstrate Ethical & Professional Behavior	SOW 3113: Individual Written Assignment: Agency Study SOW 3203: SW Population & Professional Paper (Parts I & II) SOW 3232: Written Advocacy Documents SOW 3233: Policy Research Paper SOW 3350: Simulated Interviews (rubric only) SOW 3403: Literature Review Paper SOW 3620: Social Justice & Action Project SOW 4522: Agency Assignment SOW 4522: SBIRT Motivational Interviewing Assignment SOW 4522: Treatment Plan
2 – Advance human rights and social, racial, economic, and environmental justice	SOW 3232: Response Paper: 13 <sup>th</sup> Paper SOW 3232: Written Advocacy Documents SOW 3233: Policy Research Paper SOW 3233: Response Paper: Day It Snowed in Miami SOW 3620: Social Justice & Action Project
3—Engage Anti-racism, Diversity, Equity, and Inclusion (ADEI) in Practice	SOW 3100: Self-Analysis (Psychosocial Development Paper) SOW 3113: Individual Written Assignment: Agency Study SOW 3203: SW Population & Professional Paper (Parts I & II) SOW 3232: Response Paper: 13 <sup>th</sup> Paper SOW 3233: Response Paper: Day It Snowed in Miami SOW 3313: Individual & Family Assessment SOW 3620: Cultural Identity Paper SOW 3620: Social Justice & Action Project SOW 4322: Designing a Group Proposal SOW 4522: Agency Assignment
4 – Engage in practice-informed research and research-informed practice	SOW 3100: Self-Analysis (Psychosocial Development Paper) SOW 3203: SW Population & Professional Paper (Parts I & II) SOW 3233: Policy Research Paper SOW 3403: Literature Review Paper SOW 3403: Research Question and Hypothesis Paper SOW 4322: Designing a Group Proposal
5 – Engage in Policy Practice	SOW 3203: SW Population & Professional Paper (Parts I & II) SOW 3232: Response Paper: 13 <sup>th</sup> Paper SOW 3232: Written Advocacy Documents SOW 3233: Policy Research Paper SOW 3233: Response Paper: Day It Snowed in Miami

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6 – Engage with Individuals,	SOW 3113: Agency Study Assignment				
Families, Groups, Organizations,	SOW 3350: Simulated Interview I (rubric only)				
and Communities	SOW 4322: Group Process Paper				
	SOW 4522: Agency Assignment				
	SOW 4522: SBIRT Motivational Interviewing Assignment				
	SOW 4522: Case Assessment				
	SOW 4522: Treatment Plan				
7 – Assess Individuals,	SOW 3100: Self-Analysis (Psychosocial Development Paper)				
Families, Groups,	SOW 3100: Group Presentation and Critical Film Analysis				
Organizations, and	SOW 3113: Individual Written Assignment: Agency Study				
Communities	SOW 3313: Individual & Family Assessment				
	SOW 3350: Simulated Interviews (rubric only)				
	SOW 4322: Designing a Group Proposal				
	SOW 4522: MI/SBIRT				
	SOW 4522: Case Assessment				
8 – Intervene with Individuals,	SOW 3203: SW Population & Professional Paper (Parts I & II)				
Families, Groups, Organizations,	SOW 3205. Swill optimized interviews (rubric only)				
and Communities	SOW 3313: Action Plan				
and Communities	SOW 3313: Intervention and Evaluation Plan				
	SOW 4322: Designing a Group Proposal				
	SOW 4522: Designing a Group Proposal				
	50 w 4522. Treatment I fair				
9 – Evaluate Practice with	SOW 3113: Individual Written Assignment: Agency Study				
Individuals, Families, Groups,	SOW 3350: Simulated Interviews (rubric only)				
Organizations, and	SOW 3313: Intervention and Evaluation Plan				
Communities	SOW 4522: Treatment Plan				
	SOW 4322: Designing a Group Proposal				

# IV. Summative Reflection

The summative reflection is a way for students to explain how they have met the required competencies by reflecting on each chosen assignment and their field practicum experience, and how they both have aided the students in attaining the competencies.

\*Important: Sections A, B, and C below are all required and should be at least eight (8) pages. To provide details and examples, as required, you may need to exceed 8 pages.

- A. For each of the 9 competencies, students must:
  - 1) List the competency first and describe it in your own words.
    - The opening paragraph for each competency reflection should start with this.
    - Use the learning contract and/or syllabus to help clarify what the competency means.
    - Review the behaviors that are aligned with the competency you are writing about.
  - 2) State the title/name and course number of the assignment that you have chosen from the menu for the competency. Explain the purpose of the assignment and give at least one, specific and detailed example of how that assignment helped you reach this competency.
    - Make sure you are discussing an assignment from the menu (page 5-6 above) for the competency you are writing about.
    - Write about how the assignment helped you to achieve the competency. What were the parts of the assignment that helped you develop certain knowledge, skills or abilities for this competency? What did the assignment teach you about this competency? How does that learning connect to the competency you are writing about? You must give detailed examples when answering these questions for the reviewers to fully understand.

<u>\*Important</u>: The faculty reviewers will not be reviewing the assignments since those were already graded, so your explanation of the purpose of each assignment needs to be detailed and clearly written.

- 3) Describe in detail a learning experience from your field internship (a particular client case, skill you gained, training you had, ability you gained, etc.). You must provide specific details so that the reviewers can understand how that experience helped you reach the competency you are writing about.
- 4) List the next competency and repeat from (1) above.
- B. <u>Reflect on your professional growth and goals over your time in the Program</u> Discuss what your goals were coming into the BSSW Program. Then reflect on whether you have met all of them, some of them, or none. Talk about how you have grown and what contributed to this growth. *Be specific; give examples*.

C. Lessons Learned for Future Practice

What learning experiences from your classes and internship will you use in future practice? What are the lessons you have learned that you will carry with you? *Be specific; give examples.* 

#### <u>E-portfolio Format Example</u>

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 1 means that [description of the competency in my own words. Statement about what assignment (name and from SOW XXXX) I chose from the menu to discuss here. My description of that assignment's purpose in my own words and what it required me to do. How that assignment helped me meet this competency with details and examples from the assignment I chose for this competency.]

I completed my internship at [agency name]. My description of a particular client case, social work skill I gained, training I received, ability I gained, etc., from field internship that relates to meeting this competency. Details and examples of how engaging with that client case and/or learning that social work skill and/or completing that training helped me meet this competency.

#### V. <u>Miscellaneous</u>

May contain other evidence that reflects professional development such as training certificates, awards, reference letters, transcripts, evaluations, etc. Think about what documents might be useful for potential employers to see.

#### \*Be sure to be clear in your writing and use proper grammar and spelling.

### SUBMISSION PROCEDURES

By the due date on their SOW 4523 Field Seminar II syllabus, students must:

- 1. Submit a **pdf of the entire e-portfolio** to <u>abeloffi@fiu.edu</u>.
- 2. Upload their summative reflection into Turnitin on SOW 4523's Canvas site.

The due date will generally occur around week six of the fall/spring semester and week four for the summer.

NOTE: Students will have 5 points deducted from the final score for each day the e-portfolio is late. If a student does not submit the e-portfolio within five (5) days of the due date, the student will be assigned a "0" and will not pass. Submission includes providing the pdf and uploading the summative reflection to Canvas. Additional attempts at the e-portfolio will not be given to students who have failed due to lack of submission.

The documents for the E-Portfolio must be organized in the required order outlined in these *Guidelines*. To learn how to merge all of the E-Portfolio documents into one pdf, go <u>here</u>.

# **GRADING**

Panels of faculty will complete grading. They will check for the assignments and their correspondence to a competency but will not be re-evaluating them. The panels will use the *E- Portfolio Assessment Rubric* (found in these guidelines) to evaluate the e-portfolios. Panelists will score the e-portfolios separately and then convene to discuss and assign the final scores. The final score will be based on the total summary score and any score below a 3 will be noted.

**To graduate, students must pass the e-portfolio** (receive at least a total summary score of 27 or more and only one score below 3 on one competency).

If a student does not pass the e-portfolio, the student must revise and re-submit it by approximately week ten in fall/spring and week six for the summer. The e-portfolio will then be reviewed again. If the student still does not pass the e-portfolio, the student will be assigned a mentor and given a third opportunity to revise and submit the e-portfolio by week fifteen in fall/spring and week eleven in summer. Students who do not pass the portfolio after a third attempt will receive an "F" in SOW 4523 and not graduate from the major. Students may be referred to a Student Review Committee if deemed appropriate.

# **ACADEMIC INTEGRITY**

Students completing the e-portfolio must abide by the University's <u>Student Conduct and Honor</u> <u>Code</u>. Academic and professional misconduct will not be tolerated. **Students who are found to have engaged in academic and/or professional misconduct related to the e-portfolio will receive a "0" and will be receive an "F" in SOW 4523, resulting in not being able to graduate from the major. Additional attempts at the e-portfolio will not be given to students who have failed due to academic and/or professional misconduct.** Students who are found to have engaged in any of these behaviors will be reported to the appropriate University process for further review and may be referred to a Student Review Committee.

Please keep in mind it is considered academic misconduct to review or use current or past students' e-portfolios. **Students must complete the e-portfolio independently with no use of artificial intelligence**. This portfolio is a culminating reflection of your knowledge, skills, and abilities. Therefore, no collaboration on the e-portfolio is allowed. Students should not be discussing their portfolio with other students, alumni, or field instructors. Please refer any questions you may have to School of Social Work faculty.

# **E-PORTFOLIO ASSESSMENT RUBRIC**

COMPETENCY	1 Unacceptable	2 Not Yet Competent	3 Competent	4 Above Expectations	5 Exceptional
#1 Demonstrate	No assignment	The assignment	An assignment	An assignment	An assignment
Ethical &	was provided.	provided was not	from the menu is	from the menu is	from the menu is
Professional	was provided.	listed on the menu	provided for this	provided for this	provided for this
Behavior	Reflections on this	for this	competency.	competency.	competency.
Denuvior	competency are	competency.	competency.	competency.	competency.
	missing or do not		Reflections on this	Reflections on this	Reflections on this
	describe the	Reflections on this	competency	competency	competency
	connections	competency do not	sufficiently	demonstrate the	demonstrate
	between the	sufficiently	describe the	student's ability to	superior
	assignment and	describe the	connections	make significant	understanding of
	demonstrating	connections	between the	connections	the connection
	ethical and	between the	assignment and	between the	between the
	professional	assignment or field	demonstrating	assignment and	assignment and
	behavior and the	experience and	ethical and	demonstrating	demonstrating
	field experience	demonstrating	professional	ethical and	ethical and
	and demonstrating	ethical and	behavior and the	professional	professional
	ethical &	professional	field experience	behavior as well as	behavior as well as
	professional	behavior.	and demonstrating	the field experience	the field experience
	behavior.	<b>Resume</b> is	ethical and	and demonstrating	and demonstrating
			professional	ethical and	ethical and
	Resume is not	provided but does not demonstrate a	behavior.	professional	professional
	provided.		<b>D</b>	behavior.	behavior.
	There is no	professional	Resume	<b>Resume</b> is an	<b>Resume</b> is an
	reflection on	presentation of	demonstrates a	excellent	
	professional	experience and skills.	professional		exceptional
	growth and goals	SKIIIS.	presentation of	presentation of	presentation of
	nor discussion on	There is minimal	experience and skills.	professional	professional
	what the student	reflection on	SKIIIS.	accomplishment.	accomplishments, enhancing the
	will take from their	professional	There is sufficient	There is significant	
	learning experience	growth and goals	reflection on	reflection on	overall portfolio.
	into future practice.	and discussion on	professional	professional	There is
		lessons learned or	growth and goals	growth and goals	exceptional, in-
	Miscellaneous	the reflection does	and discussion on	and discussion on	depth reflection or
	products are	not address all three	what the student	what the student	professional
	inappropriate for	of these	will take from their	will take from their	growth and goals
	the e-portfolio (do	components	learning experience	learning experience	nor discussion on
	not reflect	(professional	into future practice.	into future practice.	what the student
	professional	growth, goals,			will take from their
	development).	lessons learned).	Any miscellaneous	Any miscellaneous	learning experience
	Writing is not		products are	products are	into future practice
	professional. The	Some	relevant to the e-	relevant (reflect	
	writing makes the	miscellaneous	portfolio (reflect	professional	Any miscellaneou
	content difficult to	products are not	professional	development) and	products are
	understand.	relevant to the e-	development).	enhance the e-	relevant (reflect
	unuerstanu.	portfolio (do not	W/	portfolio.	professional
		reflect professional	Writing is	****	development) and
		development).	consistently clear	Writing is	enhance the e-
		_	and professional.	professional and its	portfolio.
		Writing is not		quality enhances	
		consistently		the portfolio.	Writing is
		professional. It is			professional and
		not always clear,			exceptional in
		impacting the			quality.
		ability to			
		understand all the			
		content.			
COMPETENCY	1 Unacceptable	2 Not Yet Competent	3 Competent	4 Above Expectations	5 Exceptional
#2 Advance	No assignment	The assignment	An assignment	An assignment	An assignment
human rights and	was provided.	provided was not	from the menu is	from the menu is	from the menu is
social, racial,		listed on the menu	provided for this	provided for this	provided for this
economic, and			competency.	competency.	competency.

		6 1:			
environmental justice	Reflections on this	for this competency.	Reflections on this	Reflections on this	Reflections on this
Justice	competency are	competency.	competency sufficiently	<b>competency</b> demonstrate the	competency demonstrate
	missing or do not describe the	Reflections on this	describe the	student's ability to	superior
	connections	competency do not	connections	make significant	understanding of
	between the	sufficiently	between the	connections	the connections
	assignment and	describe the	assignment and	between the	between the
	advancing human	connections	advancing human	assignment and	assignment and
	rights and social,	between the	rights and social,	advancing human	advancing human
	racial, economic,	assignment <b>or</b> field	racial, economic,	rights and social,	rights and social,
	and environmental	experience and advancing human	and environmental	racial, economic,	racial, economic,
	justice <i>and</i> the field	rights and social,	justice and the field	and environmental	and environmental
	experience and	racial, economic,	experience and	justice as well as	justice as well as
	advancing human	and environmental	advancing human	the field experience	the field experience
	rights and social,	justice.	rights and social, racial, economic,	and advancing	and advancing
	racial, economic,	5	and environmental	human rights and social, racial,	human rights and social, racial,
	and environmental		justice.	economic, and	economic, and
	justice.		justice.	environmental	environmental
	Jublice			justice.	justice.
		•	2	-	
COMPETENCY	1 Unacceptable	2 Not Yet Competent	3 Competent	4 Above Expectations	5 Exceptional
#3 Engage anti-	No assignment was	The assignment	An assignment	An assignment	An assignment
racism, diversity,	provided.	provided was not	from the menu is	from the menu is	from the menu is
equity, and	*	listed on the menu	provided for this	provided for this	provided for this
inclusion in	Reflections on this	for this	competency.	competency.	competency.
practice.	competency are	competency.	D. G C		
	missing or do not	Reflections on this	Reflections on this competency	Reflections on this competency	Reflections on this competency
	describe the	<b>competency</b> do not	sufficiently	demonstrate the	demonstrate
	connections	sufficiently	describe the	student's ability to	superior
	between the	describe the	connections	make significant	understanding of
	assignment and	connections	between the	connections	the connections
	engaging anti-	between the	assignment and	between the	between the
	racism, diversity,	assignment and	engaging in anti-	assignment and	assignment and
	equity, and	engaging in anti-	racism, diversity,	engaging in anti-	engaging in anti-
	inclusion in	racism, diversity,	equity, and	racism, diversity,	racism, diversity,
	practice <i>and</i> the	equity, and	inclusion in	equity, and	equity, and
	field experience	inclusion in	practice and the	inclusion in	inclusion in
	and engaging in anti-racism,	practice or the	field experience	practice as well as	practice as well as
	diversity, equity,	connections between the field	and engaging in	the field experience	the field experience
	and inclusion in	experience and	anti-racism, diversity, equity,	and engaging in anti-racism,	and engaging in anti-racism,
	practice.	engaging in anti-	and inclusion in	diversity, equity,	diversity, equity,
	practice.	racism, diversity,	practice.	and inclusion in	and inclusion in
		equity, and	F	practice.	practice.
		inclusion in			
		practice.			
COMPETENCY	1	2	3	4	5
COMPETENCY	Unacceptable	Not Yet Competent	Competent	Above Expectations	Exceptional
#4 Engage in	No <b>assignment</b> was	The assignment	An assignment	An assignment	An assignment
practice- informed	provided.	provided was not	from the menu is	from the menu is	from the menu is
practice- informed research and	provided.	provided was not listed on the menu	from the menu is provided for this	from the menu is provided for this	provided for this
practice- informed research and research-	provided. Reflections on this	provided was not listed on the menu for this	from the menu is	from the menu is	
practice- informed research and	provided. Reflections on this competency are	provided was not listed on the menu	from the menu is provided for this	from the menu is provided for this	provided for this
practice- informed research and research-	provided. Reflections on this competency are missing or do not	provided was not listed on the menu for this	from the menu is provided for this competency.	from the menu is provided for this competency.	provided for this competency.
practice- informed research and research-	provided. Reflections on this competency are missing or do not describe the	provided was not listed on the menu for this competency.	from the menu is provided for this competency. Reflections on this	from the menu is provided for this competency. Reflections on this	provided for this competency.
practice- informed research and research-	provided. Reflections on this competency are missing or do not describe the connections	<ul> <li>provided was not listed on the menu for this competency.</li> <li>Reflections on this competency do not sufficiently</li> </ul>	from the menu is provided for this competency. Reflections on this competency sufficiently describe the	from the menu is provided for this competency. Reflections on this competency demonstrate the student's ability to	provided for this competency. Reflections on this competency demonstrate superior
practice- informed research and research-	provided. Reflections on this competency are missing or do not describe the connections between the	<ul> <li>provided was not listed on the menu for this competency.</li> <li>Reflections on this competency do not sufficiently describe the</li> </ul>	from the menu is provided for this competency. Reflections on this competency sufficiently describe the connections	from the menu is provided for this competency. Reflections on this competency demonstrate the student's ability to make significant	provided for this competency. Reflections on this competency demonstrate superior understanding of
practice- informed research and research-	provided. Reflections on this competency are missing or do not describe the connections between the assignment and	<ul> <li>provided was not listed on the menu for this competency.</li> <li>Reflections on this competency do not sufficiently describe the connections</li> </ul>	from the menu is provided for this competency. Reflections on this competency sufficiently describe the connections between the	from the menu is provided for this competency. Reflections on this competency demonstrate the student's ability to make significant connections	provided for this competency. Reflections on this competency demonstrate superior understanding of the connections
practice- informed research and research-	provided. Reflections on this competency are missing or do not describe the connections between the assignment and engaging in	<ul> <li>provided was not listed on the menu for this competency.</li> <li>Reflections on this competency do not sufficiently describe the connections between the</li> </ul>	from the menu is provided for this competency. <b>Reflections on this</b> <b>competency</b> sufficiently describe the connections between the assignment and	from the menu is provided for this competency. <b>Reflections on this</b> <b>competency</b> demonstrate the student's ability to make significant connections between the	provided for this competency. Reflections on this competency demonstrate superior understanding of the connections between the
practice- informed research and research-	provided. Reflections on this competency are missing or do not describe the connections between the assignment and engaging in practice-informed	<ul> <li>provided was not listed on the menu for this competency.</li> <li>Reflections on this competency do not sufficiently describe the connections between the assignment and</li> </ul>	from the menu is provided for this competency. <b>Reflections on this</b> <b>competency</b> sufficiently describe the connections between the assignment and engaging in	from the menu is provided for this competency. <b>Reflections on this</b> <b>competency</b> demonstrate the student's ability to make significant connections between the assignment and	provided for this competency. Reflections on this competency demonstrate superior understanding of the connections between the assignment and
practice- informed research and research-	provided. Reflections on this competency are missing or do not describe the connections between the assignment and engaging in practice-informed research and	<ul> <li>provided was not listed on the menu for this competency.</li> <li>Reflections on this competency do not sufficiently describe the connections between the assignment and engaging in</li> </ul>	from the menu is provided for this competency. <b>Reflections on this</b> <b>competency</b> sufficiently describe the connections between the assignment and engaging in practice-informed	from the menu is provided for this competency. <b>Reflections on this</b> <b>competency</b> demonstrate the student's ability to make significant connections between the assignment and engaging in	provided for this competency. Reflections on this competency demonstrate superior understanding of the connections between the assignment and engaging in
practice- informed research and research-	provided. Reflections on this competency are missing or do not describe the connections between the assignment and engaging in practice-informed research and research-informed	<ul> <li>provided was not listed on the menu for this competency.</li> <li>Reflections on this competency do not sufficiently describe the connections between the assignment and engaging in practice-informed</li> </ul>	from the menu is provided for this competency. <b>Reflections on this</b> <b>competency</b> sufficiently describe the connections between the assignment and engaging in practice-informed research and	from the menu is provided for this competency. <b>Reflections on this</b> <b>competency</b> demonstrate the student's ability to make significant connections between the assignment and engaging in practice-informed	provided for this competency. Reflections on this competency demonstrate superior understanding of the connections between the assignment and engaging in practice-informed
practice- informed research and research-	provided. Reflections on this competency are missing or do not describe the connections between the assignment and engaging in practice-informed research and	<ul> <li>provided was not listed on the menu for this competency.</li> <li>Reflections on this competency do not sufficiently describe the connections between the assignment and engaging in</li> </ul>	from the menu is provided for this competency. <b>Reflections on this</b> <b>competency</b> sufficiently describe the connections between the assignment and engaging in practice-informed	from the menu is provided for this competency. <b>Reflections on this</b> <b>competency</b> demonstrate the student's ability to make significant connections between the assignment and engaging in	provided for this competency. Reflections on this competency demonstrate superior understanding of the connections between the assignment and engaging in

COMPETENCY #5 Engage in Policy Practice	and engaging in practice-informed research and research-informed practice. 1 Unacceptable No assignment was provided.	practice or the connections between the field experience and engaging in practice-informed research and research-informed practice. 2 Not Yet Competent The assignment provided was not listed on the menu	field experience and engaging in practice-informed research and research-informed practice. 3 Competent An assignment from the menu is provided for this	practice <b>as well as</b> the field experience and engaging in practice-informed research and research-informed practice. <b>4</b> <b>Above Expectations</b> An <b>assignment</b> from the menu is provided for this	practice <b>as well as</b> the field experience and engaging in practice-informed research and research-informed practice. 5 <u>Exceptional</u> An <b>assignment</b> from the menu is provided for this
	Reflections on this competency are missing or do not describe the connections between the assignment and engaging in policy practice <i>and</i> the field experience and engaging in policy practice.	for this competency. <b>Reflections on this</b> <b>competency</b> do not sufficiently describe the connections between the assignment and engaging in policy practice <b>or</b> the connections between the field experience and engaging in policy practice.	competency. Reflections on this competency sufficiently describe the connections between the assignment and engaging in policy practice and the field experience and engaging in policy practice.	competency. Reflections on this competency demonstrate the student's ability to make significant connections between the assignment and engaging in policy practice as well as the field experience and engaging in policy practice.	competency. Reflections on this competency demonstrate superior understanding of the connection between the assignment and engaging in policy practice as well as the field experience and engaging in policy practice.
COMPETENCY	1 Unacceptable	2 Not Yet Competent	3 Competent	4 Above Expectations	5 Exceptional
#6 Engage with Individuals, Families, Groups, Organizations, and Communities	<ul> <li>No assignment was provided.</li> <li>Reflections on this competency are missing or do not describe the connections between the assignment and engaging with individuals, families, groups, organizations, and communities and the field experience and engaging with individuals, families, groups, organizations, and communities.</li> </ul>	<ul> <li>The assignment provided was not listed on the menu for this competency.</li> <li>Reflections on this competency do not sufficiently describe the connections between the assignment and engaging with individuals, families, groups, organizations, and communities or the connections between the field experience and engaging with individuals, families, groups, organizations, and communities.</li> </ul>	An assignment from the menu is provided for this competency. Reflections on this competency sufficiently describe the connections between the assignment and engaging with individuals, families, groups, organizations, and communities and the field experience and engaging with individuals, families, groups, organizations, and communities.	An assignment from the menu is provided for this competency. Reflections on this competency demonstrate the student's ability to make significant connections between the assignment and engaging with individuals, families, groups, organizations, and communities as well as the field experience and engaging with individuals, families, groups, organizations, and communities.	An assignment from the menu is provided for this competency. Reflections on this competency demonstrate superior understanding of the connection between the assignment and engaging with individuals, families, groups, organizations, and communities as well as the field experience and engaging with individuals, families, groups, organizations, and communities.
COMPETENCY	1 Unacceptable	2 Not Yet Competent	3 Competent	4 Above Expectations	5 Exceptional
#7 Assess Individuals, Families, Groups, Organizations, and Communities	No <b>assignment</b> was provided. Reflections on this competency are missing or do not	The <b>assignment</b> provided was not listed on the menu for this competency.	An <b>assignment</b> from the menu is provided for this competency.	An <b>assignment</b> from the menu is provided for this competency.	An <b>assignment</b> from the menu is provided for this competency.

	describe the	Reflections on this	Reflections on this	Reflections on this	Reflections on this
	connections	<b>competency</b> do not	competency	competency	competency
	between the	sufficiently	sufficiently	demonstrate the	demonstrate
	assignment and	describe the	describe the	student's ability to	superior
	assessing	connections	connections	make significant	understanding of
	individuals,	between the	between the	connections	the connections
	families, groups,	assignment and assessing	assignment and assessing	between the assignment and	between the assignment and
	organizations, and	individuals,	individuals,	assessing	assessing
	communities and	families, groups,	families, groups,	individuals,	individuals,
	the field experience	organizations, and	organizations, and	families, groups,	families, groups,
	and assessing	communities or the	communities and	organizations, and	organizations, and
	individuals, families, groups,	connections	the field experience	communities as	communities as
	organizations, and	between the field	and assessing	well as the field	well as the field
	communities.	experience and	individuals,	experience and	experience and
	communities.	assessing individuals,	families, groups, organizations, and	assessing individuals,	assessing individuals,
		families, groups,	communities.	families, groups,	families, groups,
		organizations, and	communities.	organizations, and	organizations, and
		communities.		communities.	communities.
COMPETENCY	1	2	3	4	5
	Unacceptable	Not Yet Competent	Competent	Above Expectations	Exceptional
#8 Intervene with	No <b>assignment</b> was	The assignment	An assignment	An assignment	An assignment
Individuals, Families, Groups,	provided.	provided was not listed on the menu	from the menu is provided for this	from the menu is provided for this	from the menu is provided for this
Organizations,	Reflections on this	for this	competency.	competency.	competency.
and Communities	competency are	competency.			
	missing or do not		Reflections on this	Reflections on this	Reflections on this
	describe the	Reflections on this	competency	competency	competency
	connections	competency do not	sufficiently describe the	demonstrate the	demonstrate
	between the	sufficiently describe the	connections	student's ability to make significant	superior understanding of
	assignment and	connections	between the	connections	the connections
	intervening with	between the	assignment and	between the	between the
	individuals,	assignment and	intervening with	assignment and	assignment and
	families, groups,	intervening with	individuals,	intervening with	intervening with
	organizations, and communities <b>and</b>	individuals,	families, groups,	individuals,	individuals,
		families, groups,	organizations, and	families, groups,	families, groups,
	the field experience and intervening	organizations, and	communities and	organizations, and	organizations, and
	with individuals,	communities <b>or</b> the connections	the field experience and intervening	communities <b>as</b> well as the field	communities <b>as</b> well as the field
	families, groups,	between the field	with individuals,	experience and	experience and
	organizations, and	experience and	families, groups,	intervening with	intervening with
	communities.	intervening with	organizations, and	individuals,	individuals,
		individuals,	communities.	families, groups,	families, groups,
		families, groups,		organizations, and	organizations, and
		organizations, and		communities.	communities.
		communities.			
COMPETENCY	1 Unacceptable	2 Not Yet Competent	3 Competent	4 Above Expectations	5 Exceptional
#9 Evaluate	No assignment was	The assignment	An assignment	An assignment	An assignment
Practice with	provided.	provided was not	from the menu is	from the menu is	from the menu is
Individuals,		listed on the menu	provided for this	provided for this	provided for this
Families, Groups,	Reflections on this	for this	competency.	competency	competency.
Organizations,	competency are	competency.	Reflections on this	Deflections on this	Deflections on this
and Communities	missing or do not	Reflections on this	competency	Reflections on this competency	Reflections on this competency
	describe the	<b>competency</b> do not	sufficiently	demonstrate the	demonstrate
	connections between the	sufficiently	describe the	student's ability to	superior
	assignment and	describe the	connections	make significant	understanding of
	evaluating	connections	between the	connections	the connections
	individuals,	between the	assignment and	between the	between the
	families, groups,	assignment and	evaluating	assignment and	assignment and
	organizations, and	evaluating	individuals,	evaluating	evaluating
	communities and	individuals, families, groups,	families, groups, organizations, and	individuals, families, groups,	individuals, families, groups,
	the field experience	organizations, and	communities and	organizations, and	organizations, and
	F	organizations, and	communities and	organizations, and	organizations, and

	and evaluating individuals, families, groups, organizations, and communities.	communities <b>or</b> the connections between the field experience and evaluating individuals, families, groups, organizations, and communities.	the field experience and evaluating individuals, families, groups, organizations, and communities	communities <b>as</b> <b>well as</b> the field experience and evaluating individuals, families, groups, organizations, and communities.	communities <b>as</b> <b>well as</b> the field experience and evaluating individuals, families, groups, organizations, and communities.
<mark>Skill</mark>	<mark>1</mark> Unacceptable	<mark>2</mark> Not Yet Competent	<mark>3</mark> Competent	4 Above Expectations	<mark>5</mark> Exceptional
	Overall writing and	Overall writing and	Overall writing and	Overall writing and	Overall writing and
<mark>Written</mark>	grammar significantly	grammar impacted the	grammar sufficiently	grammar significantly	grammar significantly
<b>Communication</b>	impacted the reviewers'	reviewers' ability to	allowed reviewers'	enhanced the	enhanced the
	ability to understand	understand and	ability to understand	reviewers' ability to	reviewers' ability to
(Not part of total	and evaluate the	evaluate the summative	and evaluate the	understand and	understand and
(1 tot part of total	and evaluate the	evaluate the Summative		with the the the	
score)	summative reflection	reflection	summative reflection	evaluate the summative	evaluate the summative

Scoring for Each Competency: Unacceptable = 1; Not Yet Competent = 2; Competent = 3; Above Expectations = 4; Exceptional = 5

Total Score = Sum of Scores for All 9 Competencies

\*The Written Communication skill score does not factor into total score.

Summary score reflects readiness for generalist social work practice:

*Unacceptable* = There is little evidence of readiness for generalist social work practice.

Not Yet Competent = There is some evidence of readiness for generalist social work practice but it has not

met an acceptable level.

*Acceptable* = There is evidence of satisfactory readiness for generalist social work practice, but student has one area of competency that will need to be improved.

*Competent* = There is clear evidence of satisfactory readiness for generalist social work practice.

*Above Expectations* = There is convincing evidence of above satisfactory readiness for generalist social work practice.

*Exceptional* = There is convincing evidence of superior readiness for generalist social work practice in every competency.

Exceptional = 43-45; Above Expectations = 36 - 42.99 and no score less than 3 on any competency; Competent = 27 - 35.99 and no score less than 3 on any competency; Acceptable = 27 or above and only one score below 3 on one competency; Not Yet Competent = 18 - 26.99 and only one score below 3 on one competency; Unacceptable = Less than 18 and/or a score below 3 on more than one competency

#### A passing score is an average score of 27 or above and only one score below 3 on one competency (Acceptable).

Exceptional, Above Expectations, Competent, and Acceptable = Passing Not Yet Competent

and Unacceptable = Not Passing

#### TRACKING ASSIGNMENTS

Step 1. Pick one assignment from the Menu of Assignments for each competency that you have completed.

Step 2. Locate the identified assignments from step #1 and check that your grade was a "C" or better on all of the products.

Step 3: Think of your field experience and how it helped you reach/learn each competency.

Use the table provided to guide you on steps #1- #3. *This table is not a part of your e-portfolio; use it to assist you in choosing and keeping track of the assignments.* 

COMPETENCY	ASSIGNMENT	ON MENU FOR THIS COMPETENCY	"C" OR ABOVE ON ASSIGNMENT
#1	а.		
	b. Field Experience		
#2	a.		
	b. Field Experience		
#3	a.		
	b. Field Experience		
#4	a.		
	b. Field Experience		
#5	a.		
	b. Field Experience		
#6	a.		
-	b. Field Experience		
#7	a.		
	b. Field Experience		
#8	a.		
	b. Field Experience		
#9	a.		
	b. Field Experience		

# **RECOMMENDED TIMELINE FOR E-PORTFOLIO**

#### Block I

- Read Student Guidelines for E-Portfolio.
- Print out or save a copy of the *Guidelines*.
- Begin saving assignments from your courses that are on the menu.
- Begin tracking assignments on the tracking form in *Guidelines*.
- Write reflections (see section IV. A.) for at least two assignments (*note: most assignments are on the menu for more than one competency; write separate reflections for all competencies to which the assignment is linked to on the menu*).

# Block II

- Continue to save assignments and mark on the tracking form.
- Write reflections (see section IV. A.) for at least two additional assignments (*note: most assignments are on the menu for more than one competency; write separate reflections for all competencies to which the assignment is linked to on the menu*).
- Share reflections with faculty and receive feedback.
- Complete title page.

# Block III

- Continue to save assignments and mark on the tracking form.
- Write reflections (see section IV. A.) for at least one additional assignment and two field experiences (*note: most assignments are on the menu for more than one competency; write separate reflections for all competencies to which the assignment is linked to on the menu*).
- Complete resume and meet with Career Specialist in the Office of Student and Alumni Affairs for feedback on it; edit resume accordingly.
- Share reflections with faculty and receive feedback.
- Edit reflections for grammar, spelling, and clarity.
- Review reflections, making sure that they answer the required questions.

# Block IV

- Check tracking sheet for all assignments. Make sure you have reflections for all the correct assignments and one for each competency (cross-check with the menu).
- Complete reflections on any assignments and field experiences remaining.
- Complete sections on professional growth and lessons learned (see sections IV. B. &C.).
- Edit reflections for grammar, spelling, and clarity.
- Review reflections, making sure that they answer the required questions.
- Create a single pdf with all required components of the e-portfolio in the correct order.
- Review the rubric and check that you are at least meeting competent (3) on all competencies.