



Robert Stempel College  
of Public Health  
& Social Work

# **SCHOOL OF SOCIAL WORK E-PORTFOLIO GUIDELINES**

## TABLE OF CONTENTS

I.	E-Portfolio Purpose	3
II.	Required Format	3
	-Menu of Assignments	5
	Summative Reflection Overview	7
III.	Submission Procedures	10
IV.	Grading	11
	-Academic Integrity	11
	-E-Portfolio Assessment Rubric	11
V.	Tracking Assignments for E-Portfolio	17
VI.	Recommended Timeline for E-Portfolio	18

## 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. Title Page and Honor Code**

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. Table of Contents**

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. Resume**

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 [icapella@fiu.edu](mailto:icapella@fiu.edu) 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.

\*Important: 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
<b>1 – Demonstrate Ethical &amp; Professional Behavior</b>	SOW 3100: Psychosocial Development Paper SOW 3113: Individual Written Assignment Agency Study SOW 3203: SW Population & Professional Paper (Parts I & II) SOW 3232: Written Advocacy Documents SOW 3232: Response Paper: 13 <sup>th</sup> Amendment SOW 3233: Policy Research Paper SOW 3233: Response Paper: Day It Snowed in Miami SOW 3313: Individual & Family Assessment SOW 3350: Simulated Interviews (rubric only) SOW 3403: Literature Review Paper SOW 3620: Cross Cultural Identity Paper SOW 3620: Social Justice & Action Project SOW 4522: Agency Assignment SOW 4522: MI/SBIRT SOW 4522: Case Assessment SOW 4522: Treatment Plan
<b>2 – Advance human rights and social, racial, economic, and environmental justice</b>	SOW 3113: Individual Written Assignment Agency Study SOW 3232: Response Paper: 13 <sup>th</sup> Amendment SOW 3232: Written Advocacy Documents SOW 3233: Policy Research Paper SOW 3233: Response Paper: Day It Snowed in Miami SOW 3313: Individual & Family Assessment SOW 3350: Simulated Interviews (rubric only) SOW 3403: Literature Review Paper SOW 3620: Cross Cultural Identity Paper SOW 3620: Social Justice & Action Project SOW 4322: Designing a Group Proposal SOW 4322: Group Process Paper
<b>3—Engage Anti-racism, Diversity, Equity, and Inclusion (ADEI) in Practice</b>	SOW 3100: 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> Amendment SOW 3233: Response Paper: Day It Snowed in Miami SOW 3313: Individual & Family Assessment SOW 3350: Simulated Interviews (rubric only) SOW 3620: Cross Cultural Identity Paper SOW 3620: Social Justice & Action Project SOW 4322: Designing a Group Proposal SOW 4322: Group Process Paper SOW 4522: Agency Assignment SOW 4522: Case Assessment SOW 4522: Treatment Plan

<b>4 – Engage in practice-informed research and research-informed practice</b>	SOW 3203: SW Population & Professional Paper (Parts I & II) SOW 3233: Policy Research Paper SOW 3313: Individual & Family Assessment SOW 3403: Literature Review Paper SOW 4322: Designing a Group Proposal SOW 4322: Group Process Paper SOW 4522: MI/SBIRT
<b>5 – Engage in Policy Practice</b>	SOW 3113: Individual Written Assignment Agency Study SOW 3203: SW Population & Professional Paper (Parts I & II) SOW 3232: Response Paper: 13 <sup>th</sup> Amendment SOW 3232: Written Advocacy Documents SOW 3233: Policy Research Paper SOW 3233: Response Paper: Day It Snowed in Miami
<b>6 – Engage with Individuals, Families, Groups, Organizations, and Communities</b>	SOW 3313: Individual & Family Assessment SOW 3350: Simulated Interviews (rubric only) SOW 3620: Social Justice & Action Project SOW 4322: Designing a Group Proposal SOW 4322: Group Process Paper SOW 4522: Agency Assignment SOW 4522: MI/SBIRT SOW 4522: Case Assessment
<b>7 – Assess Individuals, Families, Groups, Organizations, and Communities</b>	SOW 3100: Psychosocial Development Paper SOW 3113: Individual Written Assignment Agency Study SOW 3203: SW Population & Professional Paper (Parts I & II) SOW 3313: Individual & Family Assessment SOW 3350: Simulated Interviews (rubric only) SOW 3403: Literature Review Paper SOW 4322: Designing a Group Proposal SOW 4322: Group Process Paper SOW 4522: MI/SBIRT SOW 4522: Case Assessment SOW 4522: Treatment Plan
<b>8 – Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	SOW 3203: SW Population & Professional Paper (Parts I & II) SOW 3350: Simulated Interviews (rubric only) SOW 4322: Designing a Group Proposal SOW 4322: Group Process Paper SOW 4522: Case Assessment SOW 4522: Treatment Plan
<b>9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	SOW 3100: Psychosocial Development Paper SOW 3113: Individual Written Assignment Agency Study SOW 3403: Literature Review Paper SOW 4522: Treatment Plan

#### 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.

\*Important: 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. Reflect on your professional growth and goals over your time in the Program

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.***

***E-portfolio Format Example***

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. Miscellaneous

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 [abeloffj@fiu.edu](mailto:abeloffj@fiu.edu).
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 [here](#).

## **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 [Student Conduct and Honor Code](#). 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
<b>#1 Demonstrate Ethical &amp; Professional Behavior</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No <b>assignment</b> was provided.</li> <li><input type="checkbox"/> <b>Reflections on this competency</b> are missing or do not describe how both the assignment <i>and</i> field experience demonstrate achievement of the competency.</li> <li><input type="checkbox"/> <b>Resume</b> is not provided.</li> <li><input type="checkbox"/> There is no <b>reflection on professional growth and goals</b> nor discussion on what the student will take from their learning experience into future practice.</li> <li><input type="checkbox"/> <b>Miscellaneous products</b> are inappropriate for the e-portfolio (do not reflect professional development).</li> <li><input type="checkbox"/> <b>Writing</b> is not professional. The writing makes the content difficult to understand.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The <b>assignment</b> provided was not listed on the menu for this competency.</li> <li><input type="checkbox"/> <b>Reflections on this competency</b> do not sufficiently describe how the assignment <i>or</i> field experience demonstrates achievement of the competency.</li> <li><input type="checkbox"/> <b>Resume</b> is provided but does not demonstrate a professional presentation of experience and skills.</li> <li><input type="checkbox"/> There is minimal <b>reflection on professional growth and goals</b> and discussion on what the student will take from their learning experience into future practice <i>or</i> the reflection does not address all three of these components (professional growth, goals, lessons learned).</li> <li><input type="checkbox"/> Some <b>miscellaneous products</b> are not relevant to the e-portfolio (do not reflect professional development).</li> <li><input type="checkbox"/> <b>Writing</b> is not consistently professional. It is not always clear, impacting the ability to understand all of the content. <ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> An <b>assignment</b> from the menu is provided for this competency.</li> <li><input type="checkbox"/> <b>Reflections on this competency</b> sufficiently describe how the assignment <i>and</i> field experience demonstrate the achievement of the competency.</li> <li><input type="checkbox"/> <b>Resume</b> demonstrates a professional presentation of experience and skills.</li> <li><input type="checkbox"/> There is sufficient <b>reflection on professional growth and goals</b> and discussion on what the student will take from their learning experience into future practice.</li> <li><input type="checkbox"/> Any <b>miscellaneous products</b> are relevant to the e-portfolio (reflect professional development).</li> <li><input type="checkbox"/> <b>Writing</b> is consistently clear and professional.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> An <b>assignment</b> from the menu is provided for this competency.</li> <li><input type="checkbox"/> <b>Reflections on this competency</b> demonstrate the student's ability to make significant connections between the assignment and achievement of the competency <b>as well as</b> the field experience and achievement of the competency.</li> <li><input type="checkbox"/> <b>Resume</b> is an excellent presentation of professional accomplishment.</li> <li><input type="checkbox"/> There is significant <b>reflection on professional growth and goals</b> and discussion on what the student will take from their learning experience into future practice.</li> <li><input type="checkbox"/> Any <b>miscellaneous products</b> are relevant (reflect professional development) and enhance the e-portfolio.</li> <li><input type="checkbox"/> <b>Writing</b> is professional and its quality enhances the portfolio.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> An <b>assignment</b> from the menu is provided for this competency.</li> <li><input type="checkbox"/> <b>Reflections on this competency</b> demonstrate superior understanding of the connection between the assignment and the achievement of the competency <b>as well as</b> the field experience and achievement of the competency.</li> <li><input type="checkbox"/> <b>Resume</b> is an exceptional presentation of professional accomplishments, enhancing the overall portfolio.</li> <li><input type="checkbox"/> There is exceptional, in-depth <b>reflection on professional growth and goals</b> nor discussion on what the student will take from their learning experience into future practice</li> <li><input type="checkbox"/> Any <b>miscellaneous products</b> are relevant (reflect professional development) and enhance the e-portfolio.</li> <li><input type="checkbox"/> <b>Writing</b> is professional and exceptional in quality.</li> </ul>

COMPETENCY	1 Unacceptable	2 Not Yet Competent	3 Competent	4 Above Expectations	5 Exceptional
<b>#2 Advance human rights and social, racial, economic, and environmental justice</b>	<input type="checkbox"/> No assignment was provided.	<input type="checkbox"/> The <b>assignment</b> provided was not listed on the menu for this competency.	<input type="checkbox"/> An <b>assignment</b> from the menu is provided for this competency.	<input type="checkbox"/> An <b>assignment</b> from the menu is provided for this competency.	<input type="checkbox"/> An <b>assignment</b> from the menu is provided for this competency.
	<input type="checkbox"/> <b>Reflections on this competency</b> are missing or do not describe how both the assignment <i>and</i> field experience demonstrate achievement of the competency.	<input type="checkbox"/> <b>Reflections on this competency</b> do not sufficiently describe how the assignment demonstrates achievement of the competency <b>or</b> how the field experience demonstrates achievement of the competency.	<input type="checkbox"/> <b>Reflections on this competency</b> sufficiently describe how the assignment <b>and</b> field experience demonstrate the achievement of the competency.	<input type="checkbox"/> <b>Reflections on this competency</b> demonstrate the student's ability to make significant connections between the assignment and achievement of the competency <b>as well as</b> the field experience and achievement of the competency.	<input type="checkbox"/> <b>Reflections on this competency</b> demonstrate superior understanding of the connection between the assignment and the achievement of the competency <b>as well as</b> the field experience and achievement of the competency.

COMPETENCY	1 Unacceptable	2 Not Yet Competent	3 Competent	4 Above Expectations	5 Exceptional
<b>#3 Engage anti-racism, diversity, equity, and inclusion in practice.</b>	<input type="checkbox"/> No assignment was provided.  <input type="checkbox"/> <b>Reflections on this competency</b> are missing or do not describe how both the assignment <i>and</i> field experience demonstrate achievement of the competency.	<input type="checkbox"/> The <b>assignment</b> provided was not listed on the menu for this competency.  <input type="checkbox"/> <b>Reflections on this competency</b> do not sufficiently describe how the assignment demonstrates achievement of the competency <b>or</b> how the field experience demonstrates achievement of the competency.	<input type="checkbox"/> An <b>assignment</b> from the menu is provided for this competency.  <input type="checkbox"/> <b>Reflections on this competency</b> sufficiently describe how the assignment <b>and</b> field experience demonstrate the achievement of the competency.	<input type="checkbox"/> An <b>assignment</b> from the menu is provided for this competency.  <input type="checkbox"/> <b>Reflections on this competency</b> demonstrate the student's ability to make significant connections between the assignment and achievement of the competency <b>as well as</b> the field experience and achievement of the competency.	<input type="checkbox"/> An <b>assignment</b> from the menu is provided for this competency.  <input type="checkbox"/> <b>Reflections on this competency</b> demonstrate superior understanding of the connection between the assignment and the achievement of the competency <b>as well as</b> the field experience and achievement of the competency.

COMPETENCY	1 Unacceptable	2 Not Yet Competent	3 Competent	4 Above Expectations	5 Exceptional
<b>#4 Engage in practice-informed research and research-informed practice</b>	<input type="checkbox"/> No assignment was provided.  <input type="checkbox"/> Reflections on this competency are missing or do not describe how both the assignment <i>and</i> field experience demonstrate achievement of the competency.	<input type="checkbox"/> The assignment provided was not listed on the menu for this competency.  <input type="checkbox"/> Reflections on this competency do not sufficiently describe how the assignment demonstrates achievement of the competency <i>or</i> how the field experience demonstrates achievement of the competency.	<input type="checkbox"/> An assignment from the menu is provided for this competency.  <input type="checkbox"/> Reflections on this competency sufficiently describe how the assignment <i>and</i> field experience demonstrate the achievement of the competency.	<input type="checkbox"/> An assignment from the menu is provided for this competency.  <input type="checkbox"/> Reflections on this competency demonstrate the student's ability to make significant connections between the assignment and achievement of the competency <i>as well as</i> the field experience and achievement of the competency.	<input type="checkbox"/> An assignment from the menu is provided for this competency.  <input type="checkbox"/> Reflections on this competency demonstrate superior understanding of the connection between the assignment and the achievement of the competency <i>as well as</i> the field experience and achievement of the competency.

COMPETENCY	1 Unacceptable	2 Not Yet Competent	3 Competent	4 Above Expectations	5 Exceptional
<b>#5 Engage in Policy Practice</b>	<input type="checkbox"/> No assignment was provided.  <input type="checkbox"/> Reflections on this competency are missing or do not describe how both the assignment <i>and</i> field experience demonstrate achievement of the competency.	<input type="checkbox"/> The assignment provided was not listed on the menu for this competency.  <input type="checkbox"/> Reflections on this competency do not sufficiently describe how the assignment demonstrates achievement of the competency <i>or</i> how the field experience demonstrates achievement of the competency.	<input type="checkbox"/> An assignment from the menu is provided for this competency.  <input type="checkbox"/> Reflections on this competency sufficiently describe how the assignment <i>and</i> field experience demonstrate the achievement of the competency.	<input type="checkbox"/> An assignment from the menu is provided for this competency.  <input type="checkbox"/> Reflections on this competency demonstrate the student's ability to make significant connections between the assignment and achievement of the competency <i>as well as</i> the field experience and achievement of the competency.	<input type="checkbox"/> An assignment from the menu is provided for this competency.  <input type="checkbox"/> Reflections on this competency demonstrate superior understanding of the connection between the assignment and the achievement of the competency <i>as well as</i> the field experience and achievement of the competency.

COMPETENCY	1 Unacceptable	2 Not Yet Competent	3 Competent	4 Above Expectations	5 Exceptional
<b>#6 Engage with Individuals, Families, Groups, Organizations, and Communities</b>	<input type="checkbox"/> No assignment was provided.  <input type="checkbox"/> Reflections on this competency are missing or do not describe how both the assignment <i>and</i> field experience demonstrate achievement of the competency.	<input type="checkbox"/> The assignment provided was not listed on the menu for this competency.  <input type="checkbox"/> Reflections on this competency do not sufficiently describe how the assignment demonstrates achievement of the competency <b>or</b> how the field experience demonstrates achievement of the competency.	<input type="checkbox"/> An assignment from the menu is provided for this competency.  <input type="checkbox"/> Reflections on this competency sufficiently describe how the assignment <b>and</b> field experience demonstrate the achievement of the competency.	<input type="checkbox"/> An assignment from the menu is provided for this competency.  <input type="checkbox"/> Reflections on this competency demonstrate the student's ability to make significant connections between the assignment and achievement of the competency <b>as well as</b> the field experience and achievement of the competency.	<input type="checkbox"/> An assignment from the menu is provided for this competency.  <input type="checkbox"/> Reflections on this competency demonstrate superior understanding of the connection between the assignment and the achievement of the competency <b>as well as</b> the field experience and achievement of the competency.
COMPETENCY	1 Unacceptable	2 Not Yet Competent	3 Competent	4 Above Expectations	5 Exceptional
<b>#7 Assess Individuals, Families, Groups, Organizations, and Communities</b>	<input type="checkbox"/> No assignment was provided.  <input type="checkbox"/> Reflections on this competency are missing or do not describe how both the assignment <i>and</i> field experience demonstrate achievement of the competency.	<input type="checkbox"/> The assignment provided was not listed on the menu for this competency.  <input type="checkbox"/> Reflections on this competency do not sufficiently describe how the assignment demonstrates achievement of the competency <b>or</b> how the field experience demonstrates achievement of the competency.	<input type="checkbox"/> An assignment from the menu is provided for this competency.  <input type="checkbox"/> Reflections on this competency sufficiently describe how the assignment <b>and</b> field experience demonstrate the achievement of the competency.	<input type="checkbox"/> An assignment from the menu is provided for this competency.  <input type="checkbox"/> Reflections on this competency demonstrate the student's ability to make significant connections between the assignment and achievement of the competency <b>as well as</b> the field experience and achievement of the competency.	<input type="checkbox"/> An assignment from the menu is provided for this competency.  <input type="checkbox"/> Reflections on this competency demonstrate superior understanding of the connection between the assignment and the achievement of the competency <b>as well as</b> the field experience and achievement of the competency.

COMPETENCY	1 Unacceptable	2 Not Yet Competent	3 Competent	4 Above Expectations	5 Exceptional
<b>#8 Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	<input type="checkbox"/> No assignment was provided.  <input type="checkbox"/> Reflections on this competency are missing or do not describe how both the assignment <i>and</i> field experience demonstrate achievement of the competency.	<input type="checkbox"/> The assignment provided was not listed on the menu for this competency.  <input type="checkbox"/> Reflections on this competency do not sufficiently describe how the assignment demonstrates achievement of the competency <i>or</i> how the field experience demonstrates achievement of the competency.	<input type="checkbox"/> An assignment from the menu is provided for this competency.  <input type="checkbox"/> Reflections on this competency sufficiently describe how the assignment <i>and</i> field experience demonstrate the achievement of the competency.	<input type="checkbox"/> An assignment from the menu is provided for this competency.  <input type="checkbox"/> Reflections on this competency demonstrate the student's ability to make significant connections between the assignment and achievement of the competency <i>as well as</i> the field experience and achievement of the competency.	<input type="checkbox"/> An assignment from the menu is provided for this competency.  <input type="checkbox"/> Reflections on this competency demonstrate superior understanding of the connection between the assignment and the achievement of the competency <i>as well as</i> the field experience and achievement of the competency.
COMPETENCY	1 Unacceptable	2 Not Yet Competent	3 Competent	4 Above Expectations	5 Exceptional
<b>#9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	<input type="checkbox"/> No assignment was provided.  <input type="checkbox"/> Reflections on this competency are missing or do not describe how both the assignment <i>and</i> field experience demonstrate achievement of the competency.	<input type="checkbox"/> The assignment provided was not listed on the menu for this competency.  <input type="checkbox"/> Reflections on this competency do not sufficiently describe how the assignment demonstrates achievement of the competency <i>or</i> how the field experience demonstrates achievement of the competency.	<input type="checkbox"/> An assignment from the menu is provided for this competency.  <input type="checkbox"/> Reflections on this competency sufficiently describe how the assignment <i>and</i> field experience demonstrate the achievement of the competency.	<input type="checkbox"/> An assignment from the menu is provided for this competency.  <input type="checkbox"/> Reflections on this competency demonstrate the student's ability to make significant connections between the assignment and achievement of the competency <i>as well as</i> the field experience and achievement of the competency.	<input type="checkbox"/> An assignment from the menu is provided for this competency.  <input type="checkbox"/> Reflections on this competency demonstrate superior understanding of the connection between the assignment and the achievement of the competency <i>as well as</i> the field experience and achievement of the competency.
Skill	1 Unacceptable	2 Not Yet Competent	3 Competent	4 Above Expectations	5 Exceptional
<b>Written Communication</b>	<input type="checkbox"/> Overall writing and grammar significantly impacted the reviewers' ability to understand and evaluate the summative reflection	<input type="checkbox"/> Overall writing and grammar impacted the reviewers' ability to understand and evaluate the summative reflection	<input type="checkbox"/> Overall writing and grammar sufficiently allowed reviewers' ability to understand and evaluate the summative reflection	<input type="checkbox"/> Overall writing and grammar significantly enhanced the reviewers' ability to understand and evaluate the summative reflection	<input type="checkbox"/> Overall writing and grammar significantly enhanced the reviewers' ability to understand and evaluate the summative reflection

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	a.		
	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.