



**Robert Stempel College
of Public Health
& Social Work**

SCHOOL OF SOCIAL WORK E-PORTFOLIO GUIDELINES

August 2021

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E-PORTFOLIO PURPOSE

The e-portfolio serves multiple purposes for the students, faculty, and BSSW Program. One purpose of the e-portfolio is as an opportunity for students to critically reflect on their learning throughout the BSSW Program and relate it to the nine 2015 Council on Social Work Education (CSWE) competencies. The e-portfolio also serves as an outcome measure for the Program, allowing the faculty to assess areas in the curriculum that need enhancements or modifications. Additionally, the e-portfolio is a sample of students' knowledge, cognitive and affective processes that they can use with prospective employers.

REQUIRED FORMAT

Each student's e-portfolio **must** consist of the following:

I. Title Page

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 the student being penalized for lateness of assignment once it is submitted with the Attestation (see Submission Guidelines).

II. Table of Contents

Students must create a table of contents that shows readers where they can find the different components of the portfolio 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 our College's

career development professional, Lauren Cavicchi (in the Office of Student and Alumni Affairs, AHC5 142), on developing their resumes. You can schedule an appointment with her by going to <https://fiu.joinhandshake.com/login>.

III. Evidence of Meeting Competencies

For each of the 9 competencies, students must provide **one (1) learning product**. These learning products **must** be selected from the *Menu of Learning Products* included in these guidelines.

- Students *may* use one learning product for multiple competencies if it is on the menu for all of those competencies. In these cases, students can upload that assignment once and place it with the first competency to which it applies.
- For each selected learning product, the student must have earned a minimum of a “C” grade. *The uploaded learning products do not need to be the versions on which the instructor wrote the grade or made comments.* Instead, students can use final versions of the learning products that they have saved. While not required, students can submit versions of the learning products on which the instructor wrote the grade or made comments.
- Students must choose at least one (1) learning product from Field Seminar I.
- 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 Learning Products” below.
- All learning products must have been completed individually (no group projects) even if the product is included on the menu.

NOTE: THROUGHOUT THE BSSW PROGRAM, STUDENTS SHOULD BE SAVING ALL FINAL VERSIONS OF ASSIGNMENTS FROM COURSES FOR USE IN THE E-PORTFOLIO.

MENU OF LEARNING PRODUCTS

(Pick 1 learning product from the below menu for each competency; Each learning product must have received a 'C' or higher to use for the e-portfolio. At least one learning product must be from SOW 4522)

CORE COMPETENCIES	LEARNING PRODUCTS
CC 1 – Demonstrate Ethical & Professional Behavior	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 or 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
CC2 – Engage diversity and difference in practice	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: 13th 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
CC3 – Advance human rights and social, economic, and environmental justice	SOW 3113: Individual Written Assignment Agency Study SOW 3232: Response Paper: 13th Amendment SOW 3232: Written Advocacy Documents SOW 3232 or 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 SOW 4522: Agency Assignment

<p>CC4 – Engage in research-informed practice and practice-informed research</p>	<p>SOW 3203: SW Population & Professional Paper (Parts I & II) SOW 3232 or 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</p>
<p>CC5 – Engage in Policy Practice</p>	<p>SOW 3113: Individual Written Assignment Agency Study SOW 3203: SW Population & Professional Paper (Parts I & II) SOW 3232: Response Paper: 13th Amendment SOW 3232: Written Advocacy Documents SOW 3232 or SOW 3233: Policy Research Paper SOW 3233: Response Paper: Day It Snowed in Miami SOW 3403: Literature Review Paper SOW 4522: Agency Assignment</p>
<p>CC6 – Engage with Individuals, Families, Groups, Organizations, and Communities</p>	<p>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 SOW 4522: Treatment Plan</p>
<p>CC7 – Assess Individuals, Families, Groups, Organizations, and Communities</p>	<p>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: Agency Assignment SOW 4522: MI/SBIRT SOW 4522: Case Assessment SOW 4522: Treatment Plan</p>
<p>CC8 – Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>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</p>
<p>CC9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<p>SOW 3100: Psychosocial Development Paper SOW 3113: Individual Written Assignment Agency Study SOW 3403: Literature Review Paper SOW 4522: Treatment Plan</p>

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 learning product and their field practicum experience, and how they both have aided the students in attaining the competencies. Students also must reflect upon their professional growth in the Program.

- **Minimum of eight (8) pages.** NOTE: To elaborate in-depth, as required, you may need to exceed eight pages.
- **Students must use 1-inch margins, double-spaced, Times New Roman, 12-point font.**

Students must complete A, B, & C below in their summative reflection:

A. How have these assignments helped you to meet the competency?

For each competency, discuss:

- (1) How the one learning product chosen from the menu for this competency helped you meet the competency you are addressing *and*;
- (2) How your field practicum experience helped you meet the competency you are addressing.

Be careful that you are discussing a learning product from the menu which you have also included in the e-portfolio. Those learning products must be on the menu for that competency. Make sure you discuss both the chosen learning product *and* the field experience for each competency.

To write this reflection, make sure to first read the competency. To help clarify what the competency means, also review the behaviors that are aligned with the competency (see your syllabi or learning contracts).

Think 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? What did the assignment teach you? How does that connect to the competency?

Reflect on how your field practicum experience aided you in reaching the competency. What experiences, learned skills, abilities, and knowledge have you attained in the practicum? Is there a particular situation or case that helped you attain the competency? Describe it. How do they connect to the competency?

Students should present these explanations by competency not by learning product.

Approach and write this section in the following way:

1. List the competency first and describe it in your own words.
2. Name the one learning product (assignment) that you have chosen from the menu for the competency and a particular aspect of your field experience (a particular case, skill you gained, training you had, ability you gained etc.).
3. Describe the one learning product and the particular aspect of the field experience on which you are focusing and how they helped you meet that competency. *Provide details about the learning product and field experience with examples of how they helped you reach the competency.* The faculty panelists will not be reviewing the learning products so your explanation needs to stand on its own.
4. List the next competency and repeat from (a).

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.***

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) Upload their e-portfolio on *Portfolium*
- (2) Upload their **summative reflection** into Turnitin on SOW 4523's Canvas site.
- (3) Send the specific link for their e-portfolio to abeloffj@fiu.edu

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 a working link. 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 uploaded/organized in the required order outline in these Guidelines. **Each document should be uploaded as a separate file.**

Instructions for Portfolium

- Students must use FIU's Portfolium.
- Click on <https://portfolium.com/network/florida-international-university>
- Use your FIU e-mail as your username and create a new password.
- For any technological issues, please consult directly with Portfolium. There is an online chat feature (bottom right corner) where they can assist you.
- Use this link for learning how to set up your e-portfolio on Portfolium: <https://help.portfolium.com/portfolium-com/what-is-portfolium/getting-started-in-3-steps>
- **IMPORTANT:** click on the gears (settings) image next to "Preview" in the draft of your e-portfolio. Under "Visibility", click on "Only Me". Under "Comments", make sure there is no check. **These settings will ensure your privacy.**
- Make sure that you click "Publish" in order for the portfolio to be submitted to Portfolium and available for viewing.
- In order for faculty to view your e-portfolio, you will need to send your specific link that is given to you when you selected "Only Me" to abeloffj@fiu.edu by the due date.

GRADING

Panels of faculty will complete grading. They will check for the learning products 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. For each competency, the panelists' scores will be averaged. The final score will be based on the total summary score and any averaged 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.** 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
<p>#1 Demonstrate Ethical & Professional Behavior</p> <p>Dimensions: <i>Cognitive & Affective Processes (CAPs), Knowledge</i></p>	<ul style="list-style-type: none"> ┌ No learning product was provided. ┌ Reflections on this competency are missing or do not describe how both the learning product <i>and</i> field experience demonstrate achievement of the competency. ┌ Resume is not provided. ┌ There is no reflection on professional growth and goals nor discussion on what the student will take from their learning experience into future practice. ┌ Miscellaneous products are inappropriate for the e-portfolio (do not reflect professional development). 	<ul style="list-style-type: none"> ┌ The learning product provided was not listed on the menu for this competency. ┌ Reflections on this competency do not clearly (overall writing/grammar) and sufficiently describe how the learning product demonstrates achievement of the competency or how the field experience demonstrates achievement of the competency. ┌ Resume is provided but does not demonstrate a professional presentation of experience and skills. ┌ There is minimal reflection on professional growth and goals 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). ┌ Some miscellaneous products are not relevant to the e-portfolio (do not reflect professional development). 	<ul style="list-style-type: none"> ┌ A learning product from the menu is provided for this competency. ┌ Reflections on this competency clearly (overall writing/grammar) and sufficiently describe how the learning product and field experience demonstrate the achievement of the competency. ┌ Resume demonstrates a professional presentation of experience and skills. ┌ There is sufficient reflection on professional growth and goals and discussion on what the student will take from their learning experience into future practice. ┌ Any miscellaneous products are relevant to the e-portfolio (reflect professional development). 	<ul style="list-style-type: none"> ┌ A learning product from the menu is provided for this competency. ┌ Reflections on this competency clearly (overall writing/grammar) demonstrate the student's ability to make significant connections between the learning product and achievement of the competency as well as the field experience and achievement of the competency. ┌ Resume is an excellent presentation of professional accomplishment. ┌ There is significant reflection on professional growth and goals and discussion on what the student will take from their learning experience into future practice. ┌ Any miscellaneous products are relevant (reflect professional development) and enhance the e-portfolio. 	<ul style="list-style-type: none"> ┌ A learning product from the menu is provided for this competency. ┌ Reflections on this competency clearly (overall writing/grammar) demonstrate superior understanding of the connection between the learning product and the achievement of the competency as well as the field experience and achievement of the competency. ┌ Resume is an exceptional presentation of professional accomplishments, enhancing the overall portfolio. ┌ There is exceptional, in-depth reflection on professional growth and goals nor discussion on what the student will take from their learning experience into future practice ┌ Any miscellaneous products are relevant (reflect professional development) and enhance the e-portfolio.
<p>#2 Engage diversity and difference in practice</p>	<ul style="list-style-type: none"> ┌ No learning product was provided. 	<ul style="list-style-type: none"> ┌ The learning product provided was not listed on the menu for this 	<ul style="list-style-type: none"> ┌ A learning product from the menu is provided for this 	<ul style="list-style-type: none"> ┌ A learning product from the menu is provided for this 	<ul style="list-style-type: none"> ┌ A learning product from the menu is provided for this

<p>Dimensions: <i>CAPs & Knowledge</i></p>	<p>┌ Reflections on this competency are missing or do not describe how both the learning product <i>and</i> field experience demonstrate achievement of the competency.</p>	<p>competency.</p> <p>┌ Reflections on this competency do not clearly (overall writing/grammar) and sufficiently describe how the learning product demonstrates achievement of the competency or how the field experience demonstrates achievement of the competency.</p>	<p>competency.</p> <p>┌ Reflections on this competency clearly (overall writing/grammar) and sufficiently describe how the learning product and field experience demonstrate the achievement of the competency.</p>	<p>competency.</p> <p>┌ Reflections on this competency clearly (overall writing/grammar) demonstrate the student's ability to make significant connections between the learning product and achievement of the competency as well as the field experience and achievement of the competency.</p>	<p>competency.</p> <p>┌ Reflections on this competency clearly (overall writing/grammar) demonstrate superior understanding of the connection between the learning product and the achievement of the competency as well as the field experience and achievement of the competency.</p>
<p>#3 Advance human rights and social, economic, and environmental justice</p> <p>Dimensions: <i>CAPs & Knowledge</i></p>	<p>┌ No learning product was provided.</p> <p>┌ Reflections on this competency are missing or do not describe how both the learning product <i>and</i> field experience demonstrate achievement of the competency.</p> <p>┌ More than one required item is not included.</p>	<p>┌ The learning product provided was not listed on the menu for this competency.</p> <p>┌ Reflections on this competency do not clearly (overall writing/grammar) and sufficiently describe how the learning product demonstrates achievement of the competency or how the field experience demonstrates achievement of the competency.</p> <p>┌ At least one required item is not included.</p>	<p>┌ A learning product from the menu is provided for this competency.</p> <p>┌ Reflections on this competency clearly (overall writing/grammar) and sufficiently describe how the learning product and field experience demonstrate the achievement of the competency.</p> <p>┌ All required items are included.</p>	<p>┌ A learning product from the menu is provided for this competency.</p> <p>┌ Reflections on this competency clearly (overall writing/grammar) demonstrate the student's ability to make significant connections between the learning product and achievement of the competency as well as the field experience and achievement of the competency.</p> <p>┌ All required items are included.</p>	<p>┌ A learning product from the menu is provided for this competency.</p> <p>┌ Reflections on this competency clearly (overall writing/grammar) demonstrate superior understanding of the connection between the learning product and the achievement of the competency as well as the field experience and achievement of the competency.</p> <p>┌ All required items are included.</p>
<p>#4 Engage in research-informed practice and practice-informed research</p> <p>Dimensions: <i>CAPs & Knowledge</i></p>	<p>┌ No learning product was provided.</p> <p>┌ Reflections on this competency are missing or do not describe how both the learning product <i>and</i> field experience demonstrate achievement of the competency.</p>	<p>┌ The learning product provided was not listed on the menu for this competency.</p> <p>┌ Reflections on this competency do not clearly (overall writing/grammar) and sufficiently describe how the learning product demonstrates achievement of the competency or how the field experience</p>	<p>┌ A learning product from the menu is provided for this competency.</p> <p>┌ Reflections on this competency clearly (overall writing/grammar) and sufficiently describe how the learning product and field experience demonstrate the achievement of the competency.</p>	<p>┌ A learning product from the menu is provided for this competency.</p> <p>┌ Reflections on this competency clearly (overall writing/grammar) demonstrate the student's ability to make significant connections between the learning product and achievement of the competency as well as the</p>	<p>┌ A learning product from the menu is provided for this competency.</p> <p>┌ Reflections on this competency clearly (overall writing/grammar) demonstrate superior understanding of the connection between the learning product and the achievement of the competency as</p>

		demonstrates achievement of the competency.		field experience and achievement of the competency.	well as the field experience and achievement of the competency.
#5 Engage in Policy Practice Dimensions: <i>CAPs & Knowledge</i>	<ul style="list-style-type: none"> ┌ No learning product was provided. ┌ Reflections on this competency are missing or do not describe how both the learning product <i>and</i> field experience demonstrate achievement of the competency. 	<ul style="list-style-type: none"> ┌ The learning product provided was not listed on the menu for this competency. ┌ Reflections on this competency do not clearly (overall writing/grammar) and sufficiently describe how the learning product demonstrates achievement of the competency or how the field experience demonstrates achievement of the competency. 	<ul style="list-style-type: none"> ┌ A learning product from the menu is provided for this competency. ┌ Reflections on this competency clearly (overall writing/grammar) and sufficiently describe how the learning product and field experience demonstrate the achievement of the competency. 	<ul style="list-style-type: none"> ┌ A learning product from the menu is provided for this competency. ┌ Reflections on this competency clearly (overall writing/grammar) demonstrate the student's ability to make significant connections between the learning product and achievement of the competency as well as the field experience and achievement of the competency. 	<ul style="list-style-type: none"> ┌ A learning product from the menu is provided for this competency. ┌ Reflections on this competency clearly (overall writing/grammar) demonstrate superior understanding of the connection between the learning product and the achievement of the competency as well as the field experience and achievement of the competency.
#6 Engage with Individuals, Families, Groups, Organizations, and Communities Dimensions: <i>CAPs & Knowledge</i>	<ul style="list-style-type: none"> ┌ No learning product was provided. ┌ Reflections on this competency are missing or do not describe how both the learning product <i>and</i> field experience demonstrate achievement of the competency. 	<ul style="list-style-type: none"> ┌ The learning product provided was not listed on the menu for this competency. ┌ Reflections on this competency do not clearly (overall writing/grammar) and sufficiently describe how the learning product demonstrates achievement of the competency or how the field experience demonstrates achievement of the competency. 	<ul style="list-style-type: none"> ┌ A learning product from the menu is provided for this competency. ┌ Reflections on this competency clearly (overall writing/grammar) and sufficiently describe how the learning product and field experience demonstrate the achievement of the competency. 	<ul style="list-style-type: none"> ┌ A learning product from the menu is provided for this competency. ┌ Reflections on this competency clearly (overall writing/grammar) demonstrate the student's ability to make significant connections between the learning product and achievement of the competency as well as the field experience and achievement of the competency. 	<ul style="list-style-type: none"> ┌ A learning product from the menu is provided for this competency. ┌ Reflections on this competency clearly (overall writing/grammar) demonstrate superior understanding of the connection between the learning product and the achievement of the competency as well as the field experience and achievement of the competency.
#7 Assess Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> ┌ No learning product was provided. ┌ Reflections on this competency are missing or do not describe how both the learning product <i>and</i> field experience demonstrate achievement of the competency. 	<ul style="list-style-type: none"> ┌ The learning product provided was not listed on the menu for this competency. ┌ Reflections on this competency do not clearly (overall writing/grammar) and sufficiently describe how the learning product 	<ul style="list-style-type: none"> ┌ A learning product from the menu is provided for this competency. ┌ Reflections on this competency clearly (overall writing/grammar) and sufficiently describe how the learning product and field 	<ul style="list-style-type: none"> ┌ A learning product from the menu is provided for this competency. ┌ Reflections on this competency clearly (overall writing/grammar) demonstrate the student's ability to make significant connections 	<ul style="list-style-type: none"> ┌ A learning product from the menu is provided for this competency. ┌ Reflections on this competency clearly (overall writing/grammar) demonstrate superior understanding of the connection

<p>Dimensions: <i>CAPs & Knowledge</i></p>		<p>demonstrates achievement of the competency or how the field experience demonstrates achievement of the competency.</p>	<p>experience demonstrate the achievement of the competency.</p>	<p>between the learning product and achievement of the competency as well as the field experience and achievement of the competency.</p>	<p>between the learning product and the achievement of the competency as well as the field experience and achievement of the competency.</p>
<p>#8 Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Dimensions: <i>CAPs & Knowledge</i></p>	<p>┌ No learning product was provided.</p> <p>┌ Reflections on this competency are missing or do not describe how both the learning product <i>and</i> field experience demonstrate achievement of the competency.</p>	<p>┌ The learning product provided was not listed on the menu for this competency.</p> <p>┌ Reflections on this competency do not clearly (overall writing/grammar) and sufficiently describe how the learning product demonstrates achievement of the competency or how the field experience demonstrates achievement of the competency.</p>	<p>┌ A learning product from the menu is provided for this competency.</p> <p>┌ Reflections on this competency clearly (overall writing/grammar) and sufficiently describe how the learning product and field experience demonstrate the achievement of the competency.</p>	<p>┌ A learning product from the menu is provided for this competency.</p> <p>┌ Reflections on this competency clearly (overall writing/grammar) demonstrate the student's ability to make significant connections between the learning product and achievement of the competency as well as the field experience and achievement of the competency.</p>	<p>┌ A learning product from the menu is provided for this competency.</p> <p>┌ Reflections on this competency clearly (overall writing/grammar) demonstrate superior understanding of the connection between the learning product and the achievement of the competency as well as the field experience and achievement of the competency..</p>
<p>#9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>Dimensions: <i>CAPs & Knowledge</i></p>	<p>┌ No learning product was provided.</p> <p>┌ Reflections on this competency are missing or do not describe how both the learning product <i>and</i> field experience demonstrate achievement of the competency.</p>	<p>┌ The learning product provided was not listed on the menu for this competency.</p> <p>┌ Reflections on this competency do not clearly (overall writing/grammar) and sufficiently describe how the learning product demonstrates achievement of the competency or how the field experience demonstrates achievement of the competency.</p>	<p>┌ A learning product from the menu is provided for this competency.</p> <p>┌ Reflections on this competency clearly (overall writing/grammar) and sufficiently describe how the learning product and field experience demonstrate the achievement of the competency.</p>	<p>┌ A learning product from the menu is provided for this competency</p> <p>┌ Reflections on this competency clearly (overall writing/grammar) demonstrate the student's ability to make significant connections between the learning product and achievement of the competency as well as the field experience and achievement of the competency.</p>	<p>┌ A learning product from the menu is provided for this competency.</p> <p>┌ Reflections on this competency clearly (overall writing/grammar) demonstrate superior understanding of the connection between the learning product and the achievement of the competency as well as the field experience and achievement of the competency.</p>

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

Total Score = Sum of Scores for Each Competency; Overall Score by Panel = Average of Total Scores

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 LEARNING PRODUCTS

Step 1. Pick one learning product from the *Menu of Learning Products* for each competency that you have completed.

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

Step 3. Make sure that at least one learning product is from SOW 4522.

Step 4: 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 learning products.*

COMPETENCY	LEARNING PRODUCT	ON MENU FOR THIS COMPETENCY	“C” OR ABOVE ON ASSIGNMENT	FROM 4522
#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 a copy of the *Guidelines*.
- Begin saving learning products from your courses that are on the menu.
- Begin tracking learning products on the tracking form in *Guidelines*.
- Write reflections (see section IV. A.) for at least two learning products (*note: most learning products are on the menu for more than one competency; write separate reflections for all competencies to which the learning product is linked to on the menu*).

Block II

- Continue to save learning products and mark on the tracking form.
- Write reflections (see section IV. A.) for at least two additional learning products (*note: most learning products are on the menu for more than one competency; write separate reflections for all competencies to which the learning product is linked to on the menu*).
- Share reflections with faculty and receive feedback.
- Complete title page.
- Create an account on Portfolium and begin to upload title page, table of contents, and learning products.

Block III

- Continue to save learning products and mark on the tracking form.
- Write reflections (see section IV. A.) for at least one additional learning product and two field experiences (*note: most learning products are on the menu for more than one competency; write separate reflections for all competencies to which the learning product is linked to on the menu*).
- Complete resume and meet with Lauren Cavicchi 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 learning products. Make sure you have reflections for all the correct learning products and one for each competency (cross-check with the menu).
- Complete reflections on any learning products 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.
- Upload remaining learning products, summative reflection, and miscellaneous.
- Review the rubric and check that you are competent (3) on all competencies.