

FERRIS STATE UNIVERSITY SOCIAL WORK PROGRAM

Portfolio Review, Format Guidelines and Evaluation Process

Introduction

The purpose of the portfolio requirement is to give social work seniors an opportunity to document and discuss their educational growth throughout the undergraduate experience. The following portfolio format guidelines and evaluation criteria give some sense of the *complexity* and necessary *variability* of this requirement. Obviously, no portfolio can equally excel in all of the identified areas. Nevertheless, the format guidelines and evaluation criteria can serve as a guide to students as they prepare their portfolios as well as an evaluation format for portfolio panel members.

Format Guidelines

Students and evaluators are reminded of the following portfolio format guidelines. Students are also reminded to consult with their advisor *early* in the process of organizing the portfolio.

1. Include no less than (15) documents (papers; examinations; video or audio tapes; objects of art; written descriptions of learning experiences, campus extracurricular activities, field experiences, etc.) of student's own choosing (*free choice documents*).
2. All documents should be products of Ferris course work or of BSW-related course work at other institutions- or of recognized campus extracurricular activities some of which you have been compiling from the time you entered Ferris. This includes all types of academic work: classroom, laboratory, special activities, field instruction, etc. It also includes any elective course work, which the student believes has contributed to his/her development as a professional social worker and world citizen. (This guideline does not deny that much education takes place outside of the academic arena. However, the purpose of the portfolio is to document educational growth *within* the academic arena.)
3. Include an introductory *rationale statement*. This consists of justifications, one for each document, explaining why the document has been included. In other words, the rationale statement describes *in what way* the documents give evidence that the student has achieved the educational outcomes or competencies of the liberal arts (general education) and social work professional knowledge, values, and skills. (See attached information on competencies.)

4. Include Exercises 2, 3, and 7, “Planned Change Model,” from the field instruction manual as a document included under Criterion 3. (*Mandatory documents.*)
5. Include introductory and conclusion statements. (*Mandatory documents*)
6. Exercise 8 from the field exercises is to be included. (*Mandatory document*)
7. The written portfolio should be submitted to the student’s seminar instructor in a loose-leaf notebook no less than two weeks before the scheduled portfolio presentation.

The order of the written portfolio should be in **three parts**:

Part A: Introductory Statement

Part B: Rationale Statements for each of the criteria and criterion documents.

Part C: Conclusion Statement

Students should focus attention on:

1. Selection of the most important documents
2. Preparation of the *rationale, introductory and conclusion statements*
3. Preparation of the oral presentation.

The portfolio will be reviewed by the student’s seminar instructor.

8. Prepare an oral presentation relevant to the portfolio that will not be less than one-half hour. The remaining one-half hour of the total portfolio presentation must be reserved for answering panel questions and engaging in dialogue. Students are welcome to be selective in their oral presentation – perhaps reviewing the depth certain documents, while only mentioning or entirely ignoring others. *Engagements of audience, emphasis, in-depth analysis, etc.*, are more important than the oral review of each document.
9. The portfolio will be graded by the seminar instructor with input from the committee members. The attached portfolio Evaluation will be utilized as the process for evaluation.
10. It is strongly suggested that the students discuss their portfolio with their advisor for additional insight and support.
11. Attendance at the portfolio presentation at the minimum should include the student’s faculty advisor and one faculty member from a discipline other than social work (it is the student’s responsibility to extend the invitations at a time convenient for the faculty members). Other invitees are seminar classmates, and any other person’s of the student’s or seminar instructor’s choosing. It is

recommended that the student and seminar instructor coordinate their efforts for invitations and guest list.

Evaluation: Criteria, Ratings and Comments

Please check one rating for each criterion.

(NOTE: For each criterion a comment is included when a rating is given.)

Criterion 1: Degree to which student's portfolio demonstrates **breadth** of competence for the following **liberal arts** categories: communication competence, life-long learning and organizational skills, quantitative skills, reasoning ability, scientific understanding, social awareness, global consciousness, and cultural enrichment. (*Breadth* implies demonstrated competence in *most*, if not *all*, categories. Definitions of each of the liberal arts categories have been appended to this form.)

____ Superior ____ Excellent ____ Good ____ Average ____ Not Acceptable

Comment: _____

Criterion 2: Degree to which student's portfolio demonstrates **depth** of competence for at least *one* of the following **liberal arts** categories: Communication competence, life-long learning and organizational skills, quantitative skills, reasoning ability, scientific understanding, social awareness, global consciousness, and cultural enrichment. (*Depth* implies that the student has *excelled* in at least one of the categories.)

____ Superior ____ Excellent ____ Good ____ Average ____ Not Acceptable

Comment: _____

Criterion 3: Degree to which student's portfolio demonstrates **breadth** of competence for the following categories of **professional knowledge, values, and skill as they relate to the five competencies/in the Planned Change Model:**

___ Superior ___ Excellent ___ Good ___ Average ___ Not Acceptable

Comment: _____

Criterion 4: Degree to which student's portfolio demonstrates **depth** of competence for at least one of the following categories of **professional knowledge, values, and skill as they relate to the five competencies/in the Planned Change Model:**

___ Superior ___ Excellent ___ Good ___ Average ___ Not Acceptable

Comment: _____

Criterion 5: Degree to which student's portfolio demonstrates sensitivity and commitment to **professional social work values:**

___ Superior ___ Excellent ___ Good ___ Average ___ Not Acceptable

Comment: _____

Criterion 6: Degree to which student’s portfolio demonstrates **integration** of liberal arts knowledge and skill, professional knowledge, values, and skill. (*Integration* implies that some portfolio documents demonstrate *both* liberal arts *and* professional competence.)

___ Superior ___ Excellent ___ Good ___ Average ___ Not Acceptable

Comment: _____

Criterion 7: Student written portfolio with respect to the format guidelines and correct grammar:

___ Superior ___ Excellent ___ Good ___ Average ___ Not Acceptable

Comment: _____

Criterion 8: Student’s planning, organization, and communication of the oral part of the portfolio presentation (first half):

___ Superior ___ Excellent ___ Good ___ Average ___ Not Acceptable

Comment: _____

Criterion 9: Student’s stimulation of and performance during the **dialogue** part of the portfolio presentation (second half):

___ Superior ___ Excellent ___ Good ___ Average ___ Not Acceptable

Comment: _____

Criterion 10: Overall, the student demonstrated their readiness to become a beginning professional social worker and/or a well-educated citizen of the world:

____ Superior ____ Excellent ____ Good ____ Average ____ Not Acceptable

Comment: _____

STUDENT'S NAME _____

PANEL MEMBER'S SIGNATURE _____

DATE _____

Overall Final Comments:

General Education Outcomes (College of Arts and Sciences, 1991)

The following general education outcomes should be shared by all Ferris graduates, regardless of their major program of study. These outcomes are aimed at providing the skills, flexibility, and knowledge base needed for personal competence, responsible citizenship, and continuing career development and advancement beyond graduation.

1. **Communication Competence.** Graduates of Ferris should be able to read, write, speak, and listen effectively in a variety of professional and community situations where complex issues are at stake.
2. **Life- long Learning and Organizational Skills.** Graduates should demonstrate skills that are critical not only for success in college course work but also for life-long learning and effective performance of personal and professional responsibilities. These include:
 - a. Library and Information Skills – the ability to identify, access, and evaluate information and materials as needed for both personal and professional purposes.
 - b. Project Organization Skills – the ability to organize individual and group projects with effective time-management, goal-setting, and resource allocation strategies.
 - c. Collaborative Skills – the ability to work as part of a team, to learn and teach cooperatively, to appreciate individual differences, and to assess one’s own and other’s roles in a working group.
 - d. Computer Competence – the ability to use (and learn more about) computers, as needed, in their personal and professional lives.
3. **Quantitative Skills.** Because of the increasing importance of math and statistics in everyday life and the professions, graduates of Ferris should demonstrate functional mathematical competence (e.g., in computations and problem-solving), the ability to employ quantitative reasoning, and understanding of elementary statistics and their use.
4. **Reasoning Ability.** Graduates should demonstrate competence in problem-solving, critical thinking, and independent decision-making with respect to both personal and professional issues. Graduates should also be able to apply principles of ethical decision-making, valuing, and civic responsibility in both their personal and professional lives

5. **Scientific Understanding.** In light of the pervasive relevance of science and technology to both everyday life and the professions, graduates should have a basic understanding of scientific concepts, scientific methods, and contemporary issues in science and technology. They should also be able to read, understand, and assess medical and environmental issues they may encounter as well as community or political issues involving science, technology, and medicine.
6. **Social Awareness.** In a culturally diverse nation and a changing world, social awareness is essential to graduates' interpersonal relationships, professional competence, and responsible citizenship. Therefore, graduates should be able to understand and address issues involving social institutions, interpersonal and group dynamics, social tradition and change, cultural diversity, and human development and behavior.
7. **Global Consciousness.** In an increasingly interdependent world and global economy, graduates should be able to demonstrate a working knowledge of the world, its diverse cultures, and the geographic, economic, cultural, and historical interrelationships of nations and peoples.
8. **Cultural Enrichment.** Graduates should be able, through the humanities, arts, and literature, to enrich their own lives, to increase their understanding of themselves and their culture, and to expand their understanding of others' experiences and cultures – including the experience and cultures of other nations and cultural traditions.

FERRIS STATE UNIVERSITY SOCIAL WORK PROGRAM PLANNED CHANGE MODEL

The Planned Change Model is our basic philosophical and operational approach to learning the knowledge, values and skills of social work practice. The faculty has adopted Bradford Sheafor's model of practice as outlined in Social Work Practice. Students are expected to demonstrate competency in 5 areas: _____

- **Intake and Engagement**
Micro-Practice: This includes establishing rapport with the clients, with particular sensitivity to ethnic or cultural issues. It is assumed the student will understand how to engage involuntary or hostile clients, or issues specific to particular client populations (such as denial with chemically dependent clients). It includes the beginning skills of preliminary review of data received upon intake, preliminary planning for initial contact with the client, possible review of appropriate research based knowledge, and consultation with one's supervisor or team. It also includes knowledge of community resources for possible referrals.
Macro-Practice: In macro practice this includes becoming aware of community resources, understanding political systems, understanding the social service delivery system and involving one's self in community task forces, committees, etc. It also involves understanding and knowledge of key stakeholders in the community. At this level, social workers often identify large issues that need to be addressed to enable the well being of client populations as a whole.

- **Data Collection and Assessment**
Micro-Practice: This includes utilizing appropriate skills toward gaining an understanding about the person in environment specific to the identified issue(s). This may include utilizing data collection instruments, such as genograms, life history grids, life cycle matrix, and ecomaps, identification of client strengths, social history, etc. It involves the use of technology to further information gathering. Once information is received, an assessment of the client's functioning is completed.
Macro-Practice: In macro practice an organizational needs assessment is completed. An assessment of unmet needs takes place. Assets mapping for the community is usually completed. An identification of community resources is usually completed. A history of the identified community is important for understanding the political and social systems.

- **Planning and Contracting**
Micro-Practice: From the assessment, issues are identified and clarified. Alternative interventions and strategies are explored with the objective of empowering clients to improve social functioning and adaptation, or working with organizations toward social change. Goals and objectives are established that are measurable for evaluation purposes. Appropriate courses of action are explored, and a contract for work is established. Technological advances are utilized.
Macro-Practice: similar to micro-practice, interventions and strategies are explored with the objective toward social or political change. Goals and objectives are established with

the ultimate goal of social justice. Legislation may be drafted, policies written/re-written, key stakeholders are identified and involved. Technological advances utilized for communication. Working with the community or societal structures, the generalist social worker assumes the role of planner to set goals and develop policies. Strategies associated with the planner role also include research.

- **Intervention and Monitoring**

Micro-practice: Deciding on the appropriate intervention involves applying appropriate research based knowledge. Intervention takes place on several levels. Micro intervention happens with a particular identified client and the selection of intervention strategies are implemented. Skills such as empowerment and encouragement, reinforcement, behavioral rehearsal, focusing, educating, advising, advocating, reframing, confronting, process recording are utilized in this phase.

Macro-Practice: intervention at the macro level may involve advocacy for individual clients or client populations within the community or in the political arena. Policies and legislation are implemented and monitored for effectiveness toward stated goals. The generalist social worker may be involved with initiating programs. Social workers take on the role of activist by influencing the allocation of resources, lobbying for legislative change or initiating court action.

- **Evaluation and Termination**

Micro-Practice: Evaluation involves clinical evaluation of the specific intervention, evaluation of one's self as a practitioner, as well as program or agency evaluation. Client self-rating scales, goal attainment scaling, and single subject research projects are all ways in which to evaluate intervention. Evaluation of the practitioner may involve peer review, supervisor evaluation or client satisfaction as well as success of the intervention. Self-evaluation also involves a consistent process of the appropriate use of self in the helping process, as well as an assessment of self with regard to social work values and ethics. Termination involves reviewing the process of intervention and evaluating progress toward the identified goals, and a saying good-bye process. Final process recordings and paperwork completion is also part of the termination process.

Macro-Practice: evaluation at the macro level usually involves the evaluation of policies or legislation affecting client population. It may also involve scholarly research of existing or new systems. Program evaluation typically involves evaluation of the program against set outcome benchmarks. Assessment of whether or not policy or legislation is effective for client populations involves engaging the client population in surveys, focus groups or other evaluation methods. Following the evaluation process, recommendations for policy or legislative changes are developed.