



Nyack College
Department of Social Work

Professional Portfolio Handbook



Preface

“The bible identifies self-development, or self-improvement, as one of the primary tasks of the Christian. We are not to focus on the criticism and correction of others. We are to focus on the examination of ourselves. Self-improvement should be our guiding value. Know thyself is a good motto; and then do something about yourself. Look, listen, and learn from what you do and say to discern what are the needs and strengths in your life. Then turn to Jesus for your needs.” Ellen G. White, Counsels on Health, p. 107.

Table of Contents

1. <i>Preface</i>	2
2. <i>Table of Contents</i>	3
3. <i>What is a Portfolio?</i>	4
4. <i>Purpose of the Portfolio</i>	4
5. <i>An Acceptable Portfolio</i>	5
6. <i>The Portfolio Competencies</i>	5
7. <i>Portfolio Process</i>	5
8. <i>Portfolio Appearance and Structural Requirements</i>	5
9. <i>Fall Semester Portfolio Content Requirements</i>	5
10. <i>Guidelines for Spring Portfolio</i>	5
11. <i>Oral Defense</i>	6
12. <i>Contents Required for the Portfolio</i>	7
13. <i>Social Work Self-Efficacy Scale</i>	13
14. <i>Lifelong Learning Questionnaire</i>	16
15. <i>Social Work Self-Interest Instrument</i>	17
16. <i>Spiritual Giftings Inventory</i>	19
17. <i>Department Mission and Goals</i>	25
18. <i>Table 1.1 Departmental Competencies and Practice Behaviors</i>	26
19. <i>Portfolio Checklist</i>	29
20. <i>References</i>	32

WHAT IS A PORTFOLIO?

“A portfolio is a place where you store things related to your training, work experience, contributions, and special accomplishments. It is the place to document all your work-related talents and accomplishments so that you have a good sense of your assets” (Colby-Sawyer College).

The portfolio is an effective tool for measuring a student’s growth and celebrating accomplishments on the continuum of beginning the social work major to the point of entry-level social work employment. The rationale for the use of student portfolios in social work education includes their capacity to foster self-reflection, integrate the learning experience, prepare students for job searches and employment, and help faculty evaluate and improve the curriculum (Rosegrant, 2004).

THE PURPOSE

The purpose of this Portfolio is to evaluate all seniors as they complete their matriculation through the Social Work demonstrate their knowledge, values and skills as competent aspiring social workers on the verge of entering generalist practice and/or preparing to enter graduate school. The Portfolio process was designed by the faculty to meet the university requirements of completing an Exit Examination before graduation and also serves as a capstone measurement tool of the student’s readiness to enter generalist practice and/or graduate education.

The Portfolio will assist aspiring Social Work graduates by:

- 1. Providing a way to organize and display accomplishments.*
- 2. Provide meaningful accounts of knowledge and skills.*
- 3. Demonstrates progress in the achievement of the Department’s goals.*
- 4. Provides an opportunity for reflection on personal and professional development.*
- 5. Provides a means for communicating professional and personal assets.*
- 6. Provides visual references for use during job interviews.*
- 7. Provides evidence of the student’s ability to interface classroom knowledge within practice.*
- 8. Provides a unique academic profile and collection of artifacts. (Mburikura, 2006)*

In addition, the portfolio process allows social work students to demonstrate their competence in displaying a facility with practice behaviors, the social work Code of Ethics, and the integration of Christian values in practice.

AN ACCEPTABLE PORTFOLIO

An acceptable portfolio will be creative, comprehensive, well-organized, and neat and grammatically sound. Portfolios will receive evaluation by more than one evaluator. In order for the Portfolio to be more effective **it must be well organized and professional in appearance**. This portfolio is a reflection of the student to the reviewers. Please take time to carefully read this guide before you begin this assignment.

THE PORTFOLIO COMPETENCIES

The Portfolio is a key component of the Department's assessment of each student's readiness for professional Generalist practice. The Portfolio represents the student's progress in achievement of the Departmental competencies and practice behaviors as outline on pages 19 through 23 of this Handbook.

THE PROCESS

The Portfolio has been divided into two sections: written and oral. The written section must be submitted on the designated date in the course SWK 499 (spring semester). This section will be reviewed by the course instructor and a grade assigned. Seniors that are not enrolled in the above course are required to turn in the completed Portfolio to the Department's Office Manager on the same date. **There will not be a make-up date or extension for this assignment.**

GUIDELINES FOR FINAL PORTFOLIO SUBMISSION

- All portfolios must be submitted in an electronic format (e-portfolio).

SPRING SEMESTER PORTFOLIO CONTENT REQUIREMENTS (SWK499)

For the SPRING Semester, you are required to complete the following areas and hand in the completed product to your SW480 Career Preparation instructor by the designated date.

- Title Page
- Personal Mission Statement
- Statement of Purpose
- Career Pursuit Information
- Samples of BEST Assignments (See SWK 499 course instructor for specific assignments)
- Professional Growth Plan
- Discussion of What you Learned about yourself based on the Personality Tests & Reflective Assessments
- Reflective & Integrative Assessment Responses on Competencies & Practice Behaviors

ORAL Presentation/Defense (Spring Semester):

All seniors will be required to present their E-Portfolio to the department faculty. The entire process will last approximately 20-25 min for each student. The following guidelines will be required for your presentation:

- Students must dress professionally (please see your advisor if you need further clarity on this). Students will have 30 minutes for their defense of their portfolio.
- **Outline for the Oral Presentation**
 1. Introduction of Self
 - Motto & Personal Mission Statement
 2. 11 Departmental Competencies
 - What they are and how YOU have incorporated them in practice (field) or classroom
 3. Personality Test/Professional Assessments– Pre and Post
 - Discuss what you learned about yourself based on the tests and how have you grown as a result of changes you have made
 4. Spiritual Inventory
 - What are your spiritual gifts? How can you use them in practice?
 5. Identify at least three areas where you will need to grow (i.e. emotionally, practice skills, professionalism) and how you plan to address these challenges.
 6. Brief critique of three key things that you have learned from being a student in this Department that will benefit you as an aspiring Social Worker.
 - Add a few things you would change that would improve the Department
 7. Future Plans
 - Discuss professional plans for the next three years
 8. In summary the presentation students should be prepared to discuss their understanding of the Nyack's Social Work Department program as a whole, their comprehension of the programs Practice Behavior's and how their implementation of these program behaviors has enhanced their growth to become a competent generalist social worker and/or prepared them to enter graduate school.

CONTENTS REQUIRED FOR THE PORTFOLIO

Summarized below are the minimal requirements needed to complete this assignment:

1. Title Page

- Placed on the front of the binder and includes a **professional** looking digital picture of you.
 - i. Students are required to dress in business suit attire
 - ii. The digital picture should be one that would represent you at any professional interview
 - iii. The picture should be a head and shoulder view, with an empty background
- Should include your name, classification, major, date.
- A short, one sentence literary quote that represents “your” own personal motto, this can be biblical, or it can be a quote taken from another source (i.e. Martin Luther King, Abraham Lincoln, Mother Teresa, Ellen White, and Mahatma Gandhi). A **motto** is a phrase meant to formally describe the general motivation or intention of a person, social group or organization. Your personal motto should represent a concept or idea that **you** choose to live by.

2. Personal Mission Statement (one page minimum)

- Includes a citation of a scriptural verse that you believe forms the basis for your commitment to serve as a Christian Social Worker.
 - An introspective overview of what you believe is your purpose as a Christian social worker and your personal mission in life.
 - What has God **called** you to become? What is God preparing you for? You may want to include spiritual gifts that God has blessed you with in this section.
 - What do you plan to do with the time that God has allotted you on this earth?
 - PLEASE take time to pray about your personal mission statement as it is a written formula of **what you believe God wants you to do with your life**.

3. Statement of Purpose/Philosophy

- Most graduate schools require that you write a “Statement of Purpose” (SOP). This written document plays a critical role in your admission or denial into graduate school. It is very different from your personal mission statement, which is a quick summary of what you feel God has directed you to become based on your spiritual gifts, and the direction he has led you in life.
- The SOP will inform the readers who you are and share your basic life details that have brought you to this point in your life to become a professional social worker. Discuss your professional interests and the specific plans that you have for your career upon graduating.
- The SOP should be written with flare, enthusiasm and zest for life as you are writing to convince the readers that you are uniquely suited to be admitted into their program.
- In preparation for this, you should review the graduate school outline for the universities to which you intend to apply (your first choice if you have more than one potential school) and follow guidelines as outlined by the graduate program you are applying to.

4. Career-Pursuit Information – Includes:

- *Professional Resume - Resume should include:*
 - i. *Name*
 - ii. *Address and contact information*
 - iii. *Professional career objective*
 - iv. *Education (reverse chronological order)*
 - *GPA*
 - *Knowledge, Values and Skills*
 - v. *Career-related Experience*
 - *Agency*
 - *Status or Role*
 - *Duties & Responsibilities*
 - *Knowledge and Practice Behavior Skills Acquired*
- *Publications and Professional Presentations*
- *Extracurricular Interests and Activities*
 - *Include Social Work Club*
- *Statement Regarding Your References*
- *3 Letters of Recommendation – Sources for professional recommendations may include:*
 - i. *Instructors – other than your social work professors for this process*
 - ii. *Field instructor(s)*
 - iii. *Current or former employers*
 - iv. *Someone who has supervised you in a voluntary work experience for a lengthy period of time*
 - v. *Do not use friends, pastors, or family members.*
 - vi. *Reference should include the name of individual, professional relationship, length of time they have known you, a statement that describes their work with you and their professional opinion of you*
- *Unofficial Nyack College transcript (must include fall semester grades from your senior year)*

5. Professional Development & Achievements

- *Provide copies of items that you have developed or completed that may relate to your professional development*
- *For example – certificates, professional conference presentations, attendance at professional workshops (i.e. Social Justice Retreat, AL/MS Social Work Conference), awards received*

Samples of Your Course Work

- *Select social work papers from each of the following social work courses that reflect your **BEST** scholarly effort (papers MUST have a grade of 80% or above). Papers should be taken from the following areas:*

- i. SWK 254 Understanding Diverse Populations
 - Choose one major paper
- ii. SWK 314 Human Behavior in the Social Environment I
 - Choose one major paper
- iii. SWK 315 Social Policy And Economic Justice
 - Choose one major paper
- iv. SWK 316 Principles of Social Work Practice
 - Choose one major paper
- v. SWK 354 Human Behavior in the Social Environment II
 - Choose one major paper
- vi. SWK 356 Social Work Practice with Individuals and Families
 - Choose one major paper
- vii. SWK 358 Social Work Research and Statistics I
 - Choose one major paper
- viii. SWK 357 Field Experience and Pre-practice Seminar
 - Choose one major paper
- ix. SWK 416 Social Work Practice with Groups
 - Choose one major paper
- x. SWK 428 Social Work Research and Statistics II
 - Choose one major paper
- xi. SWK 456 Social Work Practice with Organizations and Communities
 - Choose one major paper
- xii. SWK 462 Social Work in the Christian Context or
 - Choose one major paper

6. Professional Growth Plan Assignment

- Include a copy of your growth plan

7. Personality Tests & Professional Development Assessments

During SWK 499 you will be required to take a series of personality tests that were designed to help you better understand your personality. Please take time to review the results and write a **short summary** of the following **based on the personality tests & professional development assessments.**

- Highlight what each test revealed about you
- Include your strengths and challenges
- Using your personality tests, reflect on your personal and professional journey since your admission to the Department and highlight specific ways in which you have grown since becoming a Social Work major (your strengths). How do you know this (what evidences do you have of your growth?)
- Discuss some of the challenges that you still must overcome and what you will do to address each challenge.

8. Fall Senior Field Education Evaluations

- Include a copy of your:
 - i. Fall & Spring Learning Agreements
 - ii. Fall Field Evaluation
- Provide a short written self-evaluation of your growth and development in your field education experience using components of your official fall written evaluation(s) to support your statements.
 - i. One page maximum

9. Reflective & Integrative Assessment of Competencies and Practice Behaviors

- Review College's Social Work competencies and practice behaviors in Table 1.1.
 - You should state the specific competency you are addressing at the top this section (italicize it), then below write your response.
 - In no more than one paragraph for each practice behavior, develop a written response of how you were able to fulfill or accomplish each of these Departmental competencies within the Social Work program. Each paragraph should contain a discussion of each of the Practice Behaviors for that competency as listed in Table 1.1. Since the Department has 11 competencies, each student's discussion should contain 11 brief paragraphs.*
 - Please note that you are trying to concisely reconstruct your achievement of each of these competency areas and related practice behaviors. Please be concise.
 - You **MUST** also share how you have or will utilize this knowledge in practice as an aspiring professional (one or two sentences)
 - Your response should include:
 - A statement where you encountered/learned this term/concept (i.e. a Social Work course)
 - A real example of your implementing the specific term in the form of a specific assignment(s) and/or experience (i.e. field).
 - In what ways have I accomplished this competency?
 - How has my thinking about this competency changed over time?
 - What "gaps" can you identify in your learning experience of this competency? What will you do about these "gaps"?
- ***Please note that this section is the chief component of your portfolio and will have the largest number of points assigned to it on the rubric.**

(Below you will find examples of this requirement)

AGAIN YOU ARE TO WRITE ABOUT THE SPECIFIC PRACTICE BEHAVIOR and its implication for the **COMPETENCY**

Department Competency # 1 – Identify as a professional social worker and conduct oneself accordingly.

Practice Behavior – a. Advocate for client access to services provided with the field of Social Work.

When I became a student intern for ACS at Youth Core, I was assigned to various tasks that included visiting clients and locating donations to the agency. Later on, I was able to take part in case management and was responsible for taking the necessary steps to help clients get needed equipment that provided them a safer home. I realized that the clients of this agency should receive these services through insurance rather than donation. During my professional journey, I plan to have a part in changing this reality.

Practice Behavior – b. Practice personal reflection and self-correction to assure continual professional development.

In early experiences working with ACS at Youth Core as a part of the requirement for the course SWK 416, my supervisor made it a point to ask me questions which prepared me to think about the ways I have engaged with clients and how I perceived my impact on their lives and situations. I also discussed my strengths and challenges of each visit. When I began to visit clients alone, I continued to take the time out after each visit to go over what occurred during the visit and how best to take the next steps of intervention. I focused on areas to improve on while working with clients. Taking the time to reveal this information proved to be valuable as it aids my growth as a professional, allowing me to understand myself and help me understand how to best support the client.

Practice Behavior – c. Maintain professional roles (i.e. as a professional social worker) and appropriate boundaries.

At my field agency I serve in the capacity of a “real” social worker, I have been assigned a case load similar to the seasoned social work professionals and must conduct myself in a professional manner as this is the expectation of all my clients. My caseload consists of adolescent teens who are looking to me for guidance, insight, and wisdom concerning how to direct their lives. When working with clients and make a conscious effort to maintain physical boundaries, limit personal information shared with clients, and maintain a professional attitude at all times. My evaluation confirms proves that I have made great strides in accomplishing this competency.

Department Competency # 3 – Apply critical thinking to inform and communicate professional judgments.

Practice Behavior – a. Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge and practice wisdom.

In SWK 354, we were asked to critically analyze various social work theories and apply them to practice situations. One theory I analyzed was racial identity theory. This analysis was utilized within my field practicum experience at Journey John Detention Center, where I counseled young men and women from various racial groups and provided me a context for understanding their racial development and interpretation of the world.

Department Competency # 6 – Engage in research informed practice and practice informed research.

Practice Behavior- a. use research evidence to inform practice.

As a part of my research in social work course (SW428), I was involved in a series of research projects which included Program Evaluation, Focus Groups, Single-Subject Research Design, and Qualitative Research. In the Program Evaluation research project I conducted a Client Satisfaction survey in an attempt to research the experiences of freshmen students at Oakwood University, and sought to gain insight on the positives areas of their experiences as well as the challenges. The evidence obtained from this research project was used by the Center for Academic Success as evidence-based data that was utilized to improve their program for the upcoming year.

Department Competency # 11 – Integrate their Personal Christian faith with professional social work practice.

Practice Behavior a. Practice with compassion rooted in their personal relationship with Christ

In the bible, Mark 12: 29-31 discusses the “Two Great Commandments” love for God, and second love for our fellow humans. This text is a clear indicator that we as Christians should live a service oriented life. Our Christian Social Work belief system is at the heart of this commandment, and our Department has encouraged us to implement this as a part of our practice. As one of the leaders in the Social Work Club, I have had numerous opportunities to implement Christian Service; one of my main responsibilities was to foster relationships with our club and other community organizations. One way in which this was accomplished was by arranging outreach activities with a youth ministries organization that was facilitated by a counselor of for a local church. I was able to infuse Christian principles of the “Fruit of the Spirit” within this ministry by helping youth devise creative ways to improve their behaviors.

10. Social Work Self Efficacy Scale (SWSES)

The following scale is designed as a self-evaluation tool of your knowledge and skill development within the Social Work program. Complete the following Social Work Self-Efficacy Scale. The scale results are NOT included in your Portfolio evaluation, but you are required to complete it. Please take time to reflectively respond to each question. **After completing this, write a short (no more than two paragraphs) synopsis of what you learned about your professional growth based on the general content within this scale. Include a completed copy of this scale along with the written response in your Portfolio.**

SOCIAL WORK SELF EFFICACY SCALE (SWSES)

SKILL/TASK	Please rate yourself from 0 to 100 in terms of your ability to do this skill <u>right now</u>.
1. Initiate and sustain empathetic, culturally sensitive, non-judgmental, disciplined relationships with clients?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
2. Elicit and utilize knowledge about historical, cognitive, behavioral, affective, interpersonal, and socioeconomic data and the range of factors	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
3. Apply developmental behavioral science and social theories in your work with individuals, groups, and families?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
4. Intervene effectively with individuals?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
5. Intervene effectively with families?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
6. Intervene effectively with groups?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
7. Work with various systems to obtain services for clients (i.e. public assistance, housing, Medicaid, etc.)?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
8. Assume the social work role of change agent/advocate by identifying and working to realistically address gaps in services to clients?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
9. Function effectively as a member of a service team within the agency and service delivery system, consistently fulfilling organizational and client-related	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
10. Maintain self-awareness in practice, recognizing your own personal values and biases, and preventing or resolving their intrusion into practice?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
11. Critically evaluate your own practice, seeking guidance appropriately and pursuing ongoing professional	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist

SKILL/TASK	Please rate yourself from 0 to 100 in terms of your ability to do this skill <u>right now</u> .
12. Practice in accordance with the ethics and values of the profession?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
13. Analyze a critical piece of welfare legislation?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
14. Define the impact of a major social policy on vulnerable client populations (i.e. Welfare Reform Act)?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
15. Use library and online resources to retrieve published articles and reports from the empirical research literature?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
16. Critically review and understand scholarly literature?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
17. Evaluate your own practice using an appropriate research method (i.e. single system designs, brief measures such as scales, indexes, or checklists)?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
18. Participate in using research methods to address problems encountered in practice and agency settings?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
19. Teach clients to relieve their own stress?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
20. Educate clients about how to prevent certain problems from recurring?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
21. Help clients reduce dysfunctional ways of thinking that contribute to their problems?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
22. Help clients to anticipate situations that can cause problems for them?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
23. Teach clients specific skills to deal with certain problems?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
24. Help clients to understand better how the consequences of their behavior affect their problems?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
25. Teach clients how to manage difficult feelings?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
26. Demonstrate to clients how to express their thoughts and feelings more effectively to others?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
27. Help clients to practice their new problem-solving skills outside of visits?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
28. Teach communication skills to clients?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
29. Teach clients how to manage their own problem behaviors?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
30. Show clients how to reward themselves for progress with a problem?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
31. Teach clients how to accomplish tasks	0 10 20 30 40 50 60 70 80 90 100

SKILL/TASK	<i>Please rate yourself from 0 to 100 in terms of your ability to do this skill <u>right now</u>.</i>
more effectively?	
32. Coach clients in how to make decisions more effectively?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
33. Teach clients the skills for reducing unhealthful habits?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
34. Show clients how to set limits for others' dysfunctional behavior?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
35. Assess the level of their [clients'] material resources?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
36. Monitor the delivery of services provided by several other providers?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
37. Advocate on others' behalf?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
38. Make referrals to others' services?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
39. Analyze social problems and policies relevant to the client's problems?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
40. Provide information about other services available to clients?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
41. Network with other agencies to provide services?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
424. Reflect thoughts and feelings to help clients feel understood?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
43. Employ empathy to help clients feel that they can trust you?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
44. Provide emotional support for clients?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
45. Help clients feel like they want to open up to you?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
46. Employ the treatment relationship so clients can feel accepted for who they are?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
47. Point out their [clients'] successes to increase their self-confidence?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
48. Define the client's problems in specific terms?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
49. Collaborate with clients in setting intervention goals?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
50. Define treatment objectives in specific terms?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
51. Ask clients to evaluate the effects of treatment on themselves?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist

Your score _____ out of 510

Your mean score (average) _____

11. The Lifelong Learning Questionnaire (LLQ)

*The Lifelong Learning Questionnaire (LLQ) may help you to consider various aspects of yourself as a lifelong learner. There are no right or wrong answers. Rather, the questionnaire may be used to stimulate reflection about your "learning self." Therefore, please consider your results as hypotheses to examine in the context of evidence from other sources. Again, this component will NOT be graded; however, you must complete this in order to complete the Portfolio assignment. **Include a completed copy of this questionnaire along with the written response in your Portfolio.***

Please read the following statements. Indicate your degree of agreement or disagreement with each statement by using the following codes:

1= Strongly Agree

2 = Agree

3 = Disagree

4 = Strongly Disagree

- ___ 1. I regularly read professional journals in my field.
- ___ 2. I genuinely enjoy learning.
- ___ 3. I always do more than the minimum requirements in courses, seminars, or workshop.
- ___ 4. I regularly pursue opportunities to advance my knowledge and expertise.
- ___ 5. I never become defensive when someone offers feedback that could improve my knowledge and skill.
- ___ 6. I like to study.
- ___ 7. I know my personal learning style.
- ___ 8. I am actively involved in learning experiences.
- ___ 9. I take personal responsibility for my own learning.
- ___ 10. I view examinations as a way to learn.
- ___ 11. I know how to conduct a professional literature review.
- ___ 12. I sometimes contact national and international experts in my learning efforts.
- ___ 13. I have a list of learning goals.
- ___ 14. I have specific plans to advance my learning.
- ___ 15. I enjoy teaching others.

___ **LLQ Score**

The Lifelong Learning Questionnaire is scored by adding your ratings to each of the 15 items. The sum represents your LLQ score. Scores between 15 and 60 are possible. Lower scores indicate greater strength in lifelong learning. Although we are still developing the Lifelong Learning Questionnaire, you may wish to consider your score in relation to the average score of a convenience sample of social work students.

12. The Social Work Interest Instrument

Indicate your current level of interest in each social work position by circling the number that best reflects your preference. Since this is not an exhaustive list, you may add other social work positions. You may also find it useful to refer back to this instrument periodically throughout your social work career. Your interests could change from time to time. **Please write a short synopsis of the top three areas of social work that you are interested in pursuing and why?**

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

Include a completed copy of this self-interest scale along with the written response in your Portfolio.

13. SPIRITUAL GIFTINGS INVENTORY

Ken Hemphill defines a spiritual gift as “an individual manifestation of grace from the Father that enables you to serve Him and thus play a vital role in His plan for the redemption of the world.”¹ Peter Wagner defines a spiritual gift as “a special attribute given by the Holy Spirit to every member of the Body of Christ according to God’s grace for use within the context of the Body.”² I like to use this definition:

A spiritual gift is an expression of the Holy Spirit in the life of believers which empowers them to serve the body of Christ, the church.

Romans 12:6-8; 1 Corinthians 12:8-10, 28-30; Ephesians 4:11; and 1 Peter 4:9-11 contain representative lists of gifts and roles God has given to the church. A definition of these gifts follows.³

- **Leadership**—Leadership aids the body by leading and directing members to accomplish the goals and purposes of the church. Leadership motivates people to work together in unity toward common goals (Rom. 12:8).
- **Administration**—Persons with the gift of administration lead the body by steering others to remain on task. Administration enables the body to organize according to God-given purposes and long-term goals (1 Cor. 12:28).
- **Teaching**—Teaching is instructing members in the truths and doctrines of God’s Word for the purposes of building up, unifying, and maturing the body (1 Cor. 12:28; Rom. 12:7; Eph. 4:11).
- **Knowledge**—The gift of knowledge manifests itself in teaching and training in discipleship. It is the God-given ability to learn, know, and explain the precious truths of God’s Word. A word of knowledge is a Spirit-revealed truth (1 Cor. 12:28).
- **Wisdom**—Wisdom is the gift that discerns the work of the Holy Spirit in the body and applies His teachings and actions to the needs of the body (1 Cor. 12:28).
- **Prophecy**—The gift of prophecy is proclaiming the Word of God boldly. This builds up the body and leads to conviction of sin. Prophecy manifests itself in preaching and teaching (1 Cor. 12:10; Rom. 12:6).
- **Discernment**—Discernment aids the body by recognizing the true intentions of those within or related to the body. Discernment tests the message and actions of others for the protection and well-being of the body (1 Cor. 12:10).
- **Exhortation**—Possessors of this gift encourage members to be involved in and enthusiastic about the work of the Lord. Members with this gift are good counselors and motivate others to service. Exhortation exhibits itself in preaching, teaching, and ministry (Rom. 12:8).
- **Shepherding**—The gift of shepherding is manifested in persons who look out for the spiritual welfare of others. Although pastors, like shepherds, do care for members of the church, this gift is not limited to a pastor or staff member (Eph. 4:11).
- **Faith**—Faith trusts God to work beyond the human capabilities of the people. Believers with this gift encourage others to trust in God in the face of apparently insurmountable odds (1 Cor. 12:9).
- **Evangelism**—God gifts his church with evangelists to lead others to Christ effectively and enthusiastically. This gift builds up the body by adding new members to its fellowship (Eph. 4:11).

- **Apostleship**—The church sends apostles from the body to plant churches or be missionaries. Apostles motivate the body to look beyond its walls in order to carry out the Great Commission (1 Cor. 12:28; Eph. 4:11).
- **Service/Helps**—Those with the gift of service/helps recognize practical needs in the body and joyfully give assistance to meeting those needs. Christians with this gift do not mind working behind the scenes (1 Cor. 12:28; Rom. 12:7).
- **Mercy**—Cheerful acts of compassion characterize those with the gift of mercy. Persons with this gift aid the body by empathizing with hurting members. They keep the body healthy and unified by keeping others aware of the needs within the church (Rom. 12:8).
- **Giving**—Members with the gift of giving give freely and joyfully to the work and mission of the body. Cheerfulness and liberality are characteristics of individuals with this gift (Rom. 12:8).
- **Hospitality**—Those with this gift have the ability to make visitors, guests, and strangers feel at ease. They often use their home to entertain guests. Persons with this gift integrate new members into the body (1 Pet. 4:9).

God has gifted you with an expression of His Holy Spirit to support His vision and mission of the church. It is a worldwide vision to reach all people with the gospel of Christ. As a servant leader, God desires that you know how He has gifted you. This will lead you to where He would have you serve as part of His vision and mission for the church.

Gene Wilkes is pastor of the Legacy Drive Baptist Church, Plano, Texas. This article was adapted from *Jesus on Leadership* by Gene Wilkes (LifeWay Christian Resources 1998).

¹ Ken Hemphill, *Serving God: Discovering and Using Your Spiritual Gifts Workbook* (Dallas: The Sampson Company, 1995), 22. This product is distributed by and available from LifeWay Christian Resources of the Southern Baptist Convention, and may be purchased by calling toll free 1-800-458-2772.

² *Your Spiritual Gifts Can Help Your Church Grow* by C. Peter Wagner, Copyright © 1979, Regal Books, Ventura, CA 93003. Used by permission, 42.

³ These definitions exclude the “sign gifts” because of some confusion that accompanies these gifts and because they are difficult to fit into ministries within a typical church’s ministry base.

SPIRITUAL GIFTS SURVEY

DIRECTIONS

*This is not a test, so there are no wrong answers. The **Spiritual Gifts Survey** consists of 80 statements. Some items reflect concrete actions; other items are descriptive traits; and still others are statements of belief.*

- *Select the one response you feel best characterizes yourself and place that number in the blank provided. Record your answer in the blank beside each item.*
- *Do not spend too much time on any one item. Remember, it is not a test. Usually your immediate response is best.*
- *Please give an answer for each item. Do not skip any items.*
- *Do not ask others how they are answering or how they think you should answer.*
- *Work at your own pace.*

Your response choices are:

5—Highly characteristic of me/definitely true for me

4—Most of the time this would describe me/be true for me

3—Frequently characteristic of me/true for me—about 50 percent of the time

2—Occasionally characteristic of me/true for me—about 25 percent of the time

1—Not at all characteristic of me/definitely untrue for me

_____ 1. I have the ability to organize ideas, resources, time, and people effectively.

_____ 2. I am willing to study and prepare for the task of teaching.

_____ 3. I am able to relate the truths of God to specific situations.

_____ 4. I have a God-given ability to help others grow in their faith.

_____ 5. I possess a special ability to communicate the truth of salvation.

_____ 6. I have the ability to make critical decisions when necessary.

_____ 7. I am sensitive to the hurts of people.

_____ 8. I experience joy in meeting needs through sharing possessions.

_____ 9. I enjoy studying.

_____ 10. I have delivered God's message of warning and judgment.

_____ 11. I am able to sense the true motivation of persons and movements.

_____ 12. I have a special ability to trust God in difficult situations.

_____ 13. I have a strong desire to contribute to the establishment of new churches.

_____ 14. I take action to meet physical and practical needs rather than merely talking about or planning to help.

- _____ 15. *I enjoy entertaining guests in my home.*
- _____ 16. *I can adapt my guidance to fit the maturity of those working with me.*
- _____ 17. *I can delegate and assign meaningful work.*
- _____ 18. *I have an ability and desire to teach.*
- _____ 19. *I am usually able to analyze a situation correctly.*
- _____ 20. *I have a natural tendency to encourage others.*
- _____ 21. *I am willing to take the initiative in helping other Christians grow in their faith.*
- _____ 22. *I have an acute awareness of the emotions of other people, such as loneliness, pain, fear, and anger.*
- _____ 23. *I am a cheerful giver.*
- _____ 24. *I spend time digging into facts.*
- _____ 25. *I feel that I have a message from God to deliver to others.*
- _____ 26. *I can recognize when a person is genuine/honest.*
- _____ 27. *I am a person of vision (a clear mental portrait of a preferable future given by God). I am able to communicate vision in such a way that others commit to making the vision a reality.*
- _____ 28. *I am willing to yield to God's will rather than question and waver.*
- _____ 29. *I would like to be more active in getting the gospel to people in other lands.*
- _____ 30. *It makes me happy to do things for people in need.*
- _____ 31. *I am successful in getting a group to do its work joyfully.*
- _____ 32. *I am able to make strangers feel at ease.*
- _____ 33. *I have the ability to plan learning approaches.*
- _____ 34. *I can identify those who need encouragement.*
- _____ 35. *I have trained Christians to be more obedient disciples of Christ.*
- _____ 36. *I am willing to do whatever it takes to see others come to Christ.*
- _____ 37. *I am attracted to people who are hurting.*
- _____ 38. *I am a generous giver.*
- _____ 39. *I am able to discover new truths.*
- _____ 40. *I have spiritual insights from Scripture concerning issues and people that compel me to speak out.*
- _____ 41. *I can sense when a person is acting in accord with God's will.*
- _____ 42. *I can trust in God even when things look dark.*
- _____ 43. *I can determine where God wants a group to go and help it get there.*
- _____ 44. *I have a strong desire to take the gospel to places where it has never been heard.*

- _____ 45. *I enjoy reaching out to new people in my church and community.*
- _____ 46. *I am sensitive to the needs of people.*
- _____ 47. *I have been able to make effective and efficient plans for accomplishing the goals of a group.*
- _____ 48. *I often am consulted when fellow Christians are struggling to make difficult decisions.*
- _____ 49. *I think about how I can comfort and encourage others in my congregation.*
- _____ 50. *I am able to give spiritual direction to others.*
- _____ 51. *I am able to present the gospel to lost persons in such a way that they accept the Lord and His salvation.*
- _____ 52. *I possess an unusual capacity to understand the feelings of those in distress.*
- _____ 53. *I have a strong sense of stewardship based on the recognition that God owns all things.*
- _____ 54. *I have delivered to other persons messages that have come directly from God.*
- _____ 55. *I can sense when a person is acting under God's leadership.*
- _____ 56. *I try to be in God's will continually and be available for His use.*
- _____ 57. *I feel that I should take the gospel to people who have different beliefs from me.*
- _____ 58. *I have an acute awareness of the physical needs of others.*
- _____ 59. *I am skilled in setting forth positive and precise steps of action.*
- _____ 60. *I like to meet visitors at church and make them feel welcome.*
- _____ 61. *I explain Scripture in such a way that others understand it.*
- _____ 62. *I can usually see spiritual solutions to problems.*
- _____ 63. *I welcome opportunities to help people who need comfort, consolation, encouragement, and counseling.*
- _____ 64. *I feel at ease in sharing Christ with nonbelievers.*
- _____ 65. *I can influence others to perform to their highest God-given potential.*
- _____ 66. *I recognize the signs of stress and distress in others.*
- _____ 67. *I desire to give generously and unpretentiously to worthwhile projects and ministries.*
- _____ 68. *I can organize facts into meaningful relationships.*
- _____ 69. *God gives me messages to deliver to His people.*
- _____ 70. *I am able to sense whether people are being honest when they tell of their religious experiences.*
- _____ 71. *I enjoy presenting the gospel to persons of other cultures and backgrounds.*
- _____ 72. *I enjoy doing little things that help people.*
- _____ 73. *I can give a clear, uncomplicated presentation.*
- _____ 74. *I have been able to apply biblical truth to the specific needs of my church.*
- _____ 75. *God has used me to encourage others to live Christ-like lives.*
- _____ 76. *I have sensed the need to help other people become more effective in their ministries.*

_____ 77. I like to talk about Jesus to those who do not know Him.

_____ 78. I have the ability to make strangers feel comfortable in my home.

_____ 79. I have a wide range of study resources and know how to secure information.

_____ 80. I feel assured that a situation will change for the glory of God even when the situation seem impossible.

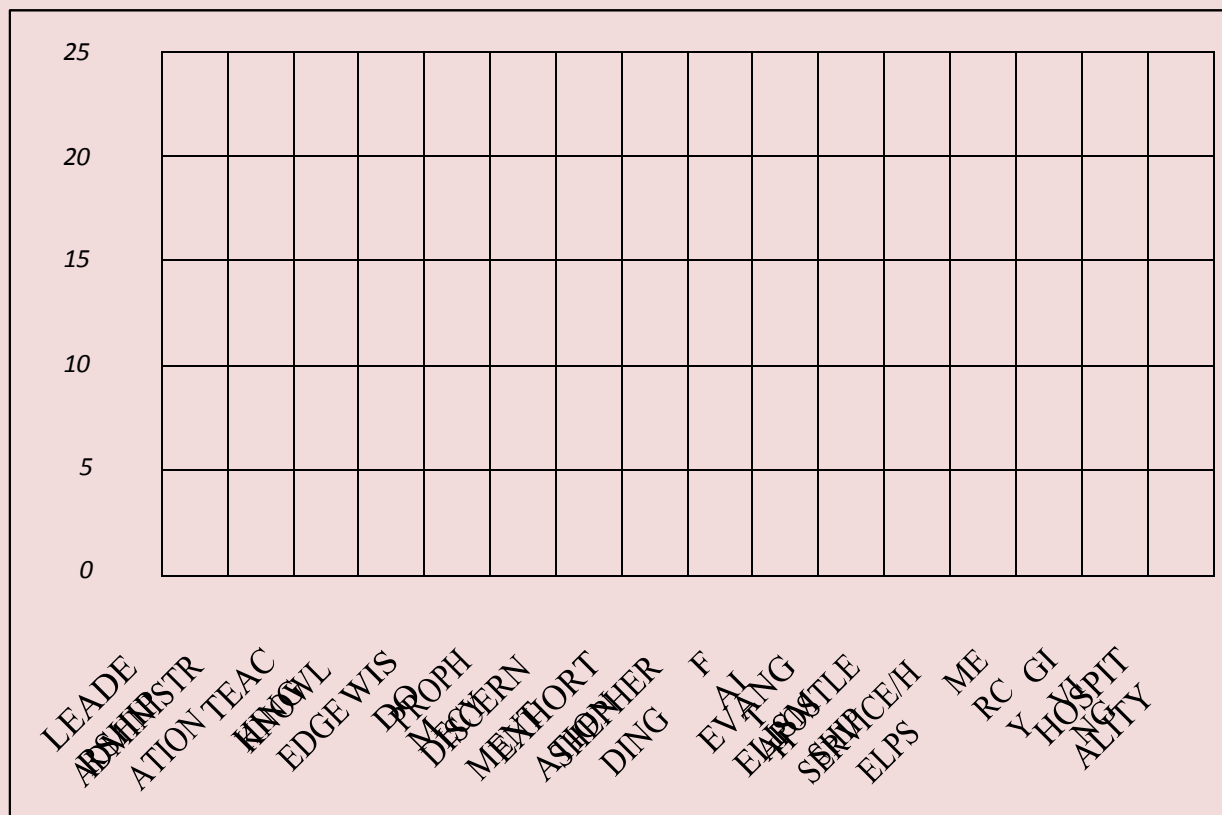
SCORING YOUR SURVEY

Follow these directions to figure your score for each spiritual gift.

1. Place in each box your numerical response (1-5) to the item number which is indicated below the box.
2. For each gift, add the numbers in the boxes and put the total in the TOTAL box.

LEADERSHIP	_____	+	_____	+	_____	+	_____	+	_____	=	_____
	Item 6		Item 16		Item 27		Item 43		Item 65		TOTAL
ADMINISTRATION	_____	+	_____	+	_____	+	_____	+	_____	=	_____
	Item 1		Item 17		Item 31		Item 47		Item 59		TOTAL
TEACHING	_____	+	_____	+	_____	+	_____	+	_____	=	_____
	Item 2		Item 18		Item 33		Item 61		Item 73		TOTAL
KNOWLEDGE	_____	+	_____	+	_____	+	_____	+	_____	=	_____
	Item 9		Item 24		Item 39		Item 68		Item 79		TOTAL
WISDOM	_____	+	_____	+	_____	+	_____	+	_____	=	_____
	Item 3		Item 19		Item 48		Item 62		Item 74		TOTAL
PROPHECY	_____	+	_____	+	_____	+	_____	+	_____	=	_____
	Item 10		Item 25		Item 40		Item 54		Item 69		TOTAL
DISCERNMENT	_____	+	_____	+	_____	+	_____	+	_____	=	_____
	Item 11		Item 26		Item 41		Item 55		Item 70		TOTAL
EXHORTATION	_____	+	_____	+	_____	+	_____	+	_____	=	_____
	Item 20		Item 34		Item 49		Item 63		Item 75		TOTAL
SHEPHERDING	_____	+	_____	+	_____	+	_____	+	_____	=	_____
	Item 4		Item 21		Item 35		Item 50		Item 76		TOTAL
FAITH	_____	+	_____	+	_____	+	_____	+	_____	=	_____
	Item 12		Item 28		Item 42		Item 56		Item 80		TOTAL
EVANGELISM	_____	+	_____	+	_____	+	_____	+	_____	=	_____
	Item 5		Item 36		Item 51		Item 64		Item 77		TOTAL
APOSTLESHIP	_____	+	_____	+	_____	+	_____	+	_____	=	_____
	Item 13		Item 29		Item 44		Item 57		Item 71		TOTAL
SERVICE/HELPS	_____	+	_____	+	_____	+	_____	+	_____	=	_____
	Item 14		Item 30		Item 46		Item 58		Item 72		TOTAL
MERCY	_____	+	_____	+	_____	+	_____	+	_____	=	_____
	Item 7		Item 22		Item 37		Item 52		Item 66		TOTAL
GIVING	_____	+	_____	+	_____	+	_____	+	_____	=	_____
	Item 8		Item 23		Item 38		Item 53		Item 67		TOTAL
HOSPITALITY	_____	+	_____	+	_____	+	_____	+	_____	=	_____
	Item 15		Item 32		Item 45		Item 60		Item 78		TOTAL

GRAPHING YOUR PROFILE



1. For each gift place a mark across the bar at the point that corresponds to your TOTAL for that gift.
2. For each gift shade the bar below the mark that you have drawn.
3. The resultant graph gives a picture of your gifts. Gifts for which the bars are tall are the ones in which you appear to be strongest. Gifts for which the bars are very short are the ones in which you appear not to be strong.

Now that you have completed the survey, thoughtfully answer the following questions.

The gifts I have begun to discover in my life are:

1. _
2. _
3. _

- After prayer and worship, I am beginning to sense that God wants me to use my spiritual gifts to serve Christ's body by _____.
- I am not sure yet how God wants me to use my gifts to serve others. But I am committed to prayer and worship, seeking wisdom and opportunities to use the gifts I have received from God.

Ask God to help you know how He has gifted you for service and how you can begin to use this gift in ministry to others.

Department Mission and Goals:

The mission of the Nyack College Baccalaureate Social Work Program at Nyack College is to prepare students in a Christian context to be generalist social work professionals who provide service with competence, compassion, and the highest ethical integrity.

Equipping students with the knowledge, values, and skills of the social work profession, the Nyack BSW program aims to raise social workers who can enhance the well-being of all people and communities, and promote a just and caring environment in a complex and interrelated global society.

Goals:

- To prepare students to be generalist social work professionals who are guided by a person-in-environment framework, respect for human diversity, scientific inquiry, and a global perspective.
- To provide a transformational learning environment that facilitates a love for learning and prepares students for graduate education, especially in social work.
- To provide a learning environment that models an integration of Christian faith with learning, and prepares students to serve with compassion and the highest ethical integrity

Table 1.1 Departmental Competencies and Practice Behaviors:

BSW Competencies & Practice Behaviors
Competency 1 – Identify as a professional social worker and conduct oneself accordingly.
<ol style="list-style-type: none"> 1. Advocate for client access to the services of social work 2. Practice personal reflection and self-correction to assure continual professional development. 3. Attend to professional roles and boundaries. 4. Demonstrate professional demeanor in behavior, appearance, and communication. 5. Engage in career-long learning. 6. Use supervision and consultation.
Competency 2 – Apply social work ethical principles to guide professional practice.
<ol style="list-style-type: none"> 1. Recognize and manage personal values in a way that allows professional values to guide practice. 2. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles. 3. Tolerate ambiguity in resolving ethical conflicts. 4. Apply strategies of ethical reasoning to arrive at principled decisions.
Competency 3 – Apply critical thinking to inform and communicate professional judgments.
<ol style="list-style-type: none"> 1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. 2. Analyze models of assessment, prevention, intervention, and evaluation. 3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities.

Competency 4: Engage diversity and difference in practice

1. Recognize the extent to which a culture's structures and values may oppose, marginalize, alienate, or create or enhance privilege and power.
2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
3. Recognize and communicate their understanding of the importance of difference in shaping life experiences.
4. View themselves as learners and engage those with whom they work as informants.

Competency 5: Advance human rights and social and economic justice

1. Understand (sic: "can identify and articulate") the forms and mechanisms of oppression and discrimination.
2. Advocate for human rights and social and economic justice.
3. Engage in practices that advance social and economic justice.

Competency 6: engage in research-informed practice and practice-informed research

1. Use practice experiences to inform scientific inquiry.
2. Use research evidence to inform practice.

Competency 7: Apply knowledge of human behavior and the social environment.

1. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
2. critique and apply knowledge to understand person and environment.

Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

1. Analyze, formulate, and advocate for policies that advance social well-being.
2. Collaborate with colleagues and clients for effective policy action.

Competency 9: Respond to contexts that shape practice

1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;
2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

1. (a).1 Substantively & affectively prepare for action with individuals, families, groups, organizations, and communities.
 (a).2 Use empathy and other interpersonal skills; and
 (a).3 Develop mutually agreed-upon focus of work & desired outcomes.
2. (b).1 Collect, organize, and interpret client data.
 (b).2 Assess client strengths and limitations.
 (b).3 Develop mutually agreed-upon intervention goals & objectives; and
 (b).4 Select appropriate intervention strategies.
3. (c).1 Initiate actions to achieve organizational goals.
 (c).2 Implement prevention interventions that enhance client capacities;
 (c).3 Help clients resolve problems.
 (c).4 Negotiate, mediate, and advocate for clients.
 (c).5 Facilitate transitions and endings.
4. (d).1 Critically analyze, monitor, and evaluate interventions.

Competency 11: Integrate their Christian faith with professional social work practice

1. Practice with compassion rooted in their personal relationship with Christ.
2. Demonstrate servant leadership with humility as they influence, equip, and empower those who are disadvantaged.



Portfolio Checklist

Please review each section listed below to ensure that you have collected and submitted all of the required Portfolio sections

- Title Page**
 - Did you include your professional photos ready?
 - Don't forget your name, classification, major and date.
 - Include **SHORT** quote that represents "your" personal motto.

- Personal Mission Statement**
 - Your personal statement should explain what you believe forms the basis for your commitment to serve as a Christian Social Worker. Must contain a scriptural verse and is to be 1 page **MINIMUM**.

- Statement of Purpose/ Philosophy**
 - Should discuss who you are.
 - Share some basic details about your life that brought you to this point in your life,
 - Discuss your professional interests.
 - Specify plans you have for your career upon graduation.
 - Write your purpose with appeal, enthusiasm, and uniqueness, to entice the readers and stand out.

- Career Pursuit Information**
 - Include your professional resume (see page 8 for suggested outline).

- Professional Development & Achievements**
 - Provide copies of items that you have developed or completed that may relate to your professional development and discuss. For example
 - (a) Certificates of attendance at workshops, conferences
 - (b) Conference brochures

- Samples of BEST Work**
 - Select social work papers from the designated courses that reflect your **BEST** scholarly effort (papers must have a grade of 80% or above).

- Professional Growth Plan**
 - Include a copy of your Professional Growth Plan

Personality Tests/ Professional Assessments/ Spiritual Giftings Inventory

- *Discuss what you have learned from about yourself based on the surveys and assessments.*
- *Review the results and write a short summary of the following based on the test.*
 - *Highlight what each test reveled about you*
 - *Include strengths an challenges*
 - *Reflect on your personal and professional journey since you admission to the Department and highlight specific ways in which you have grown since then. How do you know this? What evidences do you have of your growth?*
 - *Discus some of the challenges that you still must overcome and what you will do to address each challenge.*

Fall Senior Field Evaluations

- *Include a copy of your Fall and Spring Learning Agreements and Field Evaluation*
- *Provide a short written self-evaluation of your growth and development in field using components of your written evaluations to support your statements*
- *One page maximum*

Practice Behaviors

- *In no more than one paragraph for each practice behavior, develop a written response of how you were able to fulfill or accomplish each of these Department Competencies through the **Practice Behaviors** within the **Social** Work program.*
- *Paragraph discussing your achievement of each of the **Practice Behaviors** within the 11 competency areas:*
 - *Identify as a professional social worker and conduct oneself accordingly.*
 - **6 Practice Behaviors**
 - *Apply social work ethical principles to guide professional practice.*
 - **4 Practice Behaviors**
 - *Apply critical thinking to inform and communicate professional judgments.*
 - **3 Practice Behaviors**
 - *Engage in diversity and difference in practice.*
 - **5 Practice Behaviors**

- *Advance human rights and social and economic justice.*
 - **4 Practice Behaviors**
- *Engage in research-informed practice and practice-informed research.*
 - **2 Practice Behaviors**
- *Apply knowledge of human behavior and the social environment.*
 - **2 Practice Behaviors**
- *Engage in policy practice to advance social and economic well-being and to deliver effective social work practice.*
 - **2 Practice Behaviors**
- *Respond to contexts that shape practice with individuals, families, groups, organizations, and communities.*
 - *Engage*
o4 Practice Behaviors
 - *Assess*
o4 Practice Behaviors
 - *Intervene*
o5 Practice Behaviors
 - *Evaluate*
o4 Practice Behaviors
- *Integrate their Christian faith with professional social work practice*
 - **2 Practice Behaviors**

Competencies (11 responses)

- *In what ways have I accomplished this competency?*
 - *How has my thinking about this competency changed over time?*
 - *What “gaps” can you identify in your learning experience of this competency? What will you do about these “gaps”?*

References

Holden, G., Baker, K., Meenaghan, T. and Rosenberg, G. (1999). *Research self-efficacy: a new possibility of educational outcomes assessment*. Journal of Social Work Education, 35, 3, 464-76

Gambrill, E., and Gibbs, L. (1996). Critical thinking for social workers: A workbook. Thousand Oaks, CA. Pine Forge Press.

http://colby-sawyer.edu/campus-life/career/search_prep/portfolios.html

Mburikura, J. (2006). Portfolio Handbook. Department of Education, Oakwood University.

Rosegrant, A. (2004). *The student portfolio in social work education*. Journal of Teaching in Social Work. 24. 87-102.

White, E. (1951). Counsels on Health. Pacific Press. Nampa, ID.