Locator Information:
Instructor:

Course Number and Name: SWRK 435 Senior Seminar

Semester Hour of Credit:
Day/Time Class Meets:
Email:

Class Location Building:
Office Phone:
Fax: (910) 672-1755

Office Location:
Office Hours:

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf.
Course Description:
This seminar course is a bridge between classroom and field. It is a professional development course and requires students to complete a senior portfolio. Understanding that field education is the signature pedagogy for social work, it is essential that students are prepared for and understand the importance of a successful field experience. This undergraduate field seminar provides the opportunity for students to reflect on the application of theory and classroom learning while adapting professional attitudes and behaviors. The seminar environment is for students to process expected field experiences and their capacity to pursue beginning generalist practice. Students will be expected to engage in in-depth self-examination, be open to new ideas and input from others, and continually evaluate their own knowledge, values, and skills. The seminar is a forum for the exchange of ideas, feelings, and experiences relative to practical issues, professional growth and development, cultural diversity, the helping process, and social work values and ethics. Students will receive systematic feedback to help them critically assess their own development as they transition from classroom to field practicum.

BSW Program Mission:

The mission of the Bachelor of Social Work Program (BSW) at Fayetteville State University (FSU) is consistent with the profession’s purpose and values, and program’s context. The BSW program seeks: to provide the knowledge, skills and values needed to practice beginning generalist social work practice with individuals, families, groups, organizations and communities; to prepare students for practice within a rural context and military setting; to enable students to engage in practice according to the NASW Code of Ethics; to provide the framework needed for students to identify and utilize evidence based practice for intervention; to instill in students the importance of engaging in practices that alleviate oppression, poverty, social and economic injustice and discrimination; to graduate students who will understand the impact of diversity and difference on human behavior; to prepare students for leadership in the professional community, and who will understand the dynamics of practice in a multicultural society, and a global community.

BSW Program Goals:

1. To prepare students for beginning generalist social work practice with individuals, families, groups, organizations and communities with emphasis on rural and military social work.
2. To develop social workers who advance and promote social justice.
3. To empower social work students with the knowledge, skills, and values needed to alleviate oppression, poverty, discrimination, and social and economic injustice.
4. To inculcate in students respect for diversity and an appreciation of difference as they prepare for service in a multicultural society and global community.
5. To produce social workers who will be effective consumers and producers of research for evidence based practice.
6. To produce students who will embrace the concept of lifelong learners.
Course Core Competencies and Related Practice Behaviors

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Practice Behaviors</th>
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<tbody>
<tr>
<td>Educational Policy 2.1.1- Identify as a professional social worker and conduct oneself accordingly</td>
<td>1. Practice personal reflection and self-correction to assure continual professional development</td>
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<td></td>
<td>3. Demonstrate professional demeanor in behavior, appearance, and communication</td>
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<td></td>
<td>4. Engage in career-long learning; and Use supervision and consultation</td>
</tr>
<tr>
<td>Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.</td>
<td>5. Recognize and manage personal values in a way that allows professional values to guide practice</td>
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Required Textbook:
There is not a designated substantive text for this course as students will gather information from a variety of sources as listed in the bibliography, the field manual and per the instructor.


COURSE OBJECTIVES:
This course will address the following knowledge, values and skills objectives:

A. Knowledge Objectives:

1. Integrate the generalist social work practice content acquired in the classroom to roll play practice situations
2. Identify the fields of practice and appropriate use of various agency-based technology.
3. Recognize the importance of research-informed practice and practice-informed research in working with populations at risk
4. Discuss career goals and future plans for continuing professional development

B. Values Objectives

1. Recognize the salient legal and ethical dilemmas confronting social workers in practice with different client systems
2. Recognition of the values and ethics of the social work profession as set forth in the NASW Code of Ethics
3. Distinguish clearly their own views and realities from those of others and refrain from judging others based on these differences
4. Demonstrate an understanding and respect for the positive value of diversity
5. Recognize and reconcile the difference between personal and professional values

C. Skills Objectives

1. Ability to employ interventions based upon a strengths perspective and apply in classroom role play
2. Ability to identify community resources and discuss appropriate utilization of these resources
3. Development of resume and establishment of relationship with the Career Planning and Placement Center
4. Meet the guidelines of an agency for record keeping and reporting in accordance with agency policy and principles of sound social work practice
5. Demonstrate generalist practice through skills displayed in the development and implementation of service learning as a valuable tool of the profession.

Course Rationale Relative to the Rest of the Curriculum:
The seminar builds on and re-emphasizes foundation content. It will be taken after all foundation coursework has been completed. It is a preparatory class for the field internship. It creates a basis for understanding of the professional “use of self” as defined by practice models used primarily in client/worker relationship. Group discussion and process, the basis and coordination of skills, establishment of values, understanding ethical dilemmas, collaboration with colleagues, and community visits provide the framework to identify as a professional social worker.
Teaching Strategies:

Research indicates that learning among adults occurs when cognitive, affective, and experiential methods are utilized concurrently in the learning process. In order to address all of these domains, the following methods will be utilized in this course:

A. Cognitive Methods

This course utilizes such methods as assigned readings, classroom handouts, lecture materials, visiting lecturers, videos, field trips and classroom discussions, including the introduction of topical subjects, such as licensure, to foster student learning.

B. Affective Methods

Students will engage in classroom discussions, formal presentation of a case, formal presentation of their agency and practice setting, self-awareness exercises, review of documentation/learning tools in class with peer reviews along with their offering support and assistance, and a written paper. Through classroom discussions and assignments, students will examine their reactions, including new learning and areas for improvement, that impact upon service delivery and interventions with various client systems.

C. Experiential Methods

Students will utilize the classroom and community setting to apply generalist social work knowledge, values, and skills, as well as develop awareness of diversity and oppression on various populations-at-risk. In addition, students will identify community resources and the appropriate utilization of these resources. Moreover, they will began to understand the utilization of documentation and various assessment tools, including research to provide culturally relevant and appropriate services to their clients they will be serving.

Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACT) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); (910) 672-1203

Attendance and Class Participation Policy

Please refer to the FSU Student Catalog for the Undergraduate Attendance Policy. Regular class attendance is required, and full participation all class activities is expected. Participation means that you are engaged with the current task of the class. You are also expected to arrive for class on time. Special policies for tardiness and attendance will be discussed and established on the first day of class. If you miss three classes you will automatically lose five points from your final grade. If you are sick or have any other emergency that causes you to miss class you are to inform the professor by calling before class. If you are sick you should have appropriate official documentation. The same applies for military related absences.
If you must leave class early you must be excused by the professor at the beginning of class and/or this can count as a portion of a missed class, portions of missed classes can add up to an entire class that is missed. The University policy is that upon your fourth absence you are withdrawn from the course.

**Course Requirements and Evaluation Criteria**

**Assignments and Exams**

**Final Grade is based on:**

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Senior portfolio</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Completion of the Field Application Process</td>
<td>20</td>
<td></td>
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<tr>
<td>Presentation of Senior Portfolio</td>
<td>20</td>
<td></td>
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<tr>
<td>In-Class Interview Assignment</td>
<td>10</td>
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</table>

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>Exceptionally High</td>
<td>92-100</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>83-91</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>73-82</td>
</tr>
<tr>
<td>D</td>
<td>Marginally Passing</td>
<td>64-72</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>Below 63</td>
</tr>
<tr>
<td>FN</td>
<td>Failing</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn by due date</td>
<td>W</td>
</tr>
</tbody>
</table>
Grading Criteria:
A: Exceeded expectations on individual and group oriented projects, consistent performance above what is ordinarily required for this course. Superior quality on all assignments.

B: Meets all expectations as specified in the course syllabus in a laudatory, commendable, and professional manner.

C: Meets minimum course requirements.

D: Did not meet minimum course requirements, but demonstrates evidence of being able to complete the same.

F: Did not meet minimum course requirements.

Indicators of Exemplary Performance:
With regard to written assignments, an A paper is usually distinguished from B range work because the student adequately comprehends his/her task, its implications from the outset, and represents that understanding to the reader throughout. An A paper typically formulates a new set of provocative and even poignant questions and answers principally out of the source texts. An A paper will provide a sustained moment of serious reflection on the implications or consequences of the position the student has assumed. An A paper, in other words, will imagine that there is a social work oriented “action or intervention horizon” beyond the paper where the ideas worked out in the paper might have significance or influence. An A paper is logical, particularly strong in content and organization, brimming with critical thought, fluid, clear, and illustrative of an admirable ability to convincingly use textual support in developing, extending, or challenging certain positions. The thesis is clear, insightful, sophisticated, and original. Lastly, an A paper is free from sentence level errors.

Academic Integrity:
The students and faculty of the Department of Social Work affirm and adhere to essential values of honesty and integrity in all their academic endeavors. Academic dishonesty such as plagiarism and cheating is prohibited in all academic situations and will be penalized accordingly.

Confidentiality:
Confidentiality is a hallmark of the social work profession. Students agree not to repeat personal information shared in class discussion outside of class. Standard accepted practices (mandatory reporting when there is a threat of harm, etc.) are assumed to be ethical imperatives and thus not subject to absolute confidentiality. Students who experience personal issues, or find personal issues arising, during the course are encouraged to talk with the instructor about available support. Confidentiality, within the above-specified limitations, is guaranteed between the student and faculty member.

Academic Support Resources:
Smart Thinking:
Tutoring in writing, mathematics, the sciences, economics, accounting, finance, statistics, and Spanish is available. Online tutors are available 24 hours per day, seven days per week. Access Smart Thinking through Blackboard’s home page. Select “Smart Thinking Student Site,” then select “Tools” from the menu on the left. Click on “Smart Thinking” login. After logging in, click Smart Thinking Student Handbook for tips on navigating the Website and using the service.

The Writing Center:
Individualized tutoring is available at the Helen Chick building, Room 216-C, 8 AM – 8PM, Monday through Thursday; 8 AM – 5 PM, Friday. Call 910-672-1864 for more information. You may also access the Website at http://www.uncfsu.edu/writingcenter.

Academic Dishonesty:
According to the FSU Code of Student Conduct, a student violates the Academic Dishonesty Policy if he or she attempts to cheat (receiving unauthorized aid or assistance on any form of academic work), plagiarize (copying the language, structure, ideas and thoughts of another person without giving appropriate recognition and/or adopting it as one’s own original work), falsifies (unauthorized changing of grades or conduct involving any untruth, spoken or written, regarding any circumstances related to academic work, or aids and abets others to cheat). Penalties include failing the course, suspension and/or expulsion.

Plagiarism:
Students who plagiarize an assignment will automatically receive a failing grade on the assignment. Upon return of the failing assignment, students will receive an attached letter explaining that the assignment is believed to be plagiarized, and the reason for such suspicion. If the student chooses to protest the grade on the assignment, he/she will be asked to confer with the instructor first, and if not resolved, confer with the Department Chair.

Professional Conduct:
According to the university catalog, “the goal of Fayetteville State University and its faculty and students is to foster a dynamic environment of higher learning where all students develop analytical skills, learn to think critically and communicate effectively, promote inquiry, pursue knowledge and prepare for productive careers. Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal is considered disruptive and therefore subject to sanctions. The purpose of these sanctions is to create and protect an optimum learning experience; they should not be considered punitive, neither by the student nor instructor.”

Examples of improper behavior in the classroom (including the virtual classroom of email, chatrooms, and web activities associated with courses) may include, but are not limited to, the following:

- repeatedly arriving after a class has begun
- use of tobacco products
- monopolizing discussion
- persistent speaking out of turn
• distractive talking, including cell phone usage
• audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor
• refusal to comply with reasonable instructor directions
• employing insulting language or gestures
• verbal, psychological, physical threats, harassment and physical violence

Classroom Etiquette
• 1. Students are expected to arrive to class on time. Students may not leave or prepare to leave until dismissed by the instructor.
• 2. Students are not permitted to sleep in class.

Academic Grievance Process
As indicated in the university Student Handbook, a student believing that he/she has been academically unfairly treated or disciplined, may enter into an academic grievance process. A memorandum setting forth the process shall be made available to the student upon request or at the time of formal discipline. The student who has an academic grievance should follow the procedures outlined below.

If the dissatisfaction outlined when initiating the grievance with the instructor or department require action, the student should follow the procedure outlined below:

(1) Step One: The student shall first discuss the grievance with the instructor in an informal conference immediately after its occurrence, but no later than one month into the following semester.

(2) Step Two: If the student is dissatisfied with the results of Step One, then the student may submit the grievance in writing to the chair of the department and/or program director involved and to the coordinator of the program in which the student is enrolled within seven business days of the informal conference accomplished in Step One.

The chair of the department and/or program director in consultation with the instructor and coordinator of the program shall reply in writing within fifteen school days of receipt of the written grievance and shall state in writing and affirm the decision, modify the decision or overturn the decision based on information received subsequent to the conference.

(3) Step Three: If dissatisfied with the results of Step Two, the student may appeal to the dean of the school housing the department within seven days of receipt of the written decision of Step Two and request that the dean appoint a faculty review committee of three members (one chosen by the student, one by the instructor, and one by the dean with the dean’s representative chairing the committee) to evaluate the grievance and report to the dean on its merit. The grievance shall be considered at a meeting of the appointed committee, the hearing shall be commenced within five school days following receipt, and the committee shall report to the dean within two business days following the meeting. The dean's decision shall be communicated in writing to the student within three business days after receipt of the committee’s report. The dean’s decision shall be final. The results of the grievance will be reported in writing to the faculty member and department chair and/or program director involved. A copy of the decision will become part of the dean’s file. The Vice Chancellor for Academic Affairs and the Vice
Chancellor for Student Affairs shall be informed of any action with respect thereto. In the cases where the admission status of the student is involved, the Office of Admissions is notified.

**Course Outline and Schedule:**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>ASSIGNMENTS</th>
<th>CORE COMPETENCIES</th>
<th>PRACTICE BEHAVIOR</th>
<th>OUTCOME MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course /in class expectations</td>
<td>Organization of Portfolio</td>
<td>Educational Policy 2.1.1- Identify as a professional social worker and conduct oneself accordingly</td>
<td>4. Engage in career-long learning; and Use supervision and consultation</td>
<td>Senior Portfolio</td>
</tr>
<tr>
<td>Week 2</td>
<td>Students strengths/expectations in seeking a field experience</td>
<td>Consult with advisor to complete pre-field form</td>
<td>Educational Policy 2.1.1- Identify as a professional social worker and conduct oneself accordingly</td>
<td>3. Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td>Senior Portfolio</td>
</tr>
<tr>
<td>Week 3</td>
<td>Defining Professionalism: Dress, Attitude, Character and Demeanor</td>
<td>You should be organizing materials and writing portfolio. Field Application Due (Typed)</td>
<td>Educational Policy 2.1.1 - Identify as a professional social worker and conduct oneself accordingly</td>
<td>3. Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td>Senior Portfolio</td>
</tr>
<tr>
<td>Week 4</td>
<td>NASW Code of Ethics</td>
<td>You should be organizing materials and writing portfolio.</td>
<td>Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.</td>
<td>5. Recognize and manage personal values in a way that allows professional values to guide practice</td>
<td>Senior Portfolio</td>
</tr>
<tr>
<td>Week 5</td>
<td>Ethics Talk- the difference between ethical problems and ethical dilemmas; Ethical decision-making models</td>
<td>You should be organizing materials and writing portfolio.</td>
<td>Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.</td>
<td>6. Make ethical decisions by applying standards of the National Association of Social Worker Code of Ethics and National Association of Black Social Workers Code of Ethics</td>
<td>Senior Portfolio</td>
</tr>
<tr>
<td>Week 6</td>
<td><strong>Know Thy Self</strong>: Self Awareness Communication: Is Grammar up to the Test?</td>
<td><strong>Interview with course instructor</strong></td>
<td><strong>Educational Policy 2.1.1- Identify as a professional social worker and conduct oneself accordingly</strong></td>
<td>1. Practice personal reflection and self-correction to assure continual professional development</td>
<td><strong>Senior Portfolio</strong></td>
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<td>Week 7</td>
<td><strong>Professional Relationships</strong>: Supervisors, Colleagues, and Clients</td>
<td><strong>Consultation appointment with advisor</strong></td>
<td><strong>Educational Policy 2.1.1- Identify as a professional social worker and conduct oneself accordingly</strong></td>
<td>4. Engage in career-long learning; and Use supervision and consultation</td>
<td><strong>Senior Portfolio</strong></td>
</tr>
<tr>
<td>Week 8</td>
<td>Field Assignments &amp; preparation for Interviews</td>
<td><strong>Draft Portfolios Presented</strong></td>
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<td><strong>Senior Portfolio</strong></td>
</tr>
<tr>
<td>Week 9</td>
<td><strong>The Field Interview</strong>: How to have a Successful Interview</td>
<td><strong>Draft Portfolios Presented</strong></td>
<td><strong>Educational Policy 2.1.1- Identify as a professional social worker and conduct oneself accordingly</strong></td>
<td>3. Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td><strong>Senior Portfolio</strong></td>
</tr>
<tr>
<td>Week 10</td>
<td><strong>Is Grammar Writing up to the Test?</strong> Basic Components of effective writing</td>
<td><strong>Draft Portfolios Presented</strong></td>
<td><strong>Educational Policy 2.1.1- Identify as a professional social worker and conduct oneself accordingly</strong></td>
<td>3. Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td><strong>Senior Portfolio</strong></td>
</tr>
<tr>
<td>Week 11</td>
<td><strong>APA Writing Format</strong> Field Interviews Field Placement Confirmation Form</td>
<td><strong>Draft Portfolios Presented</strong></td>
<td><strong>Educational Policy 2.1.1- Identify as a professional social worker and conduct oneself accordingly</strong></td>
<td>3. Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td><strong>Senior Portfolio</strong></td>
</tr>
<tr>
<td>Week 12</td>
<td><strong>APA Writing Format</strong> Field Interviews Field Placement Confirmation Form</td>
<td><strong>Revision time</strong></td>
<td><strong>Educational Policy 2.1.1- Identify as a professional social worker and conduct oneself accordingly</strong></td>
<td>3. Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td><strong>Senior Portfolio</strong></td>
</tr>
<tr>
<td>Week 13</td>
<td>Field Interviews</td>
<td><strong>Revision time</strong></td>
<td><strong>Educational Policy 2.1.1- Identify as a professional social worker and conduct oneself accordingly</strong></td>
<td>3. Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td><strong>Senior Portfolio</strong></td>
</tr>
<tr>
<td>Week 14</td>
<td>Field Interviews Field Placement Confirmation Form</td>
<td>Deadline for submitting revised Portfolios</td>
<td>Educational Policy 2.1.1- Identify as a professional social worker and conduct oneself accordingly</td>
<td>3. Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td>Senior Portfolio</td>
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<tr>
<td>Week 15</td>
<td>Field Placement Confirmation Form</td>
<td>Presentation of Final Portfolios</td>
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<td>Senior Portfolio</td>
</tr>
<tr>
<td>Week 16</td>
<td>Field Placement Confirmation Form</td>
<td>Presentation of Final Portfolios</td>
<td></td>
<td></td>
<td>Senior Portfolio</td>
</tr>
</tbody>
</table>
Suggested Readings:


Sheafor, B. Horejsi, C. (2006) Merging the person’s art with the profession’s science. In *Techniques and guidelines for social work practice* (7th ed) (pp 37-52) Boston,


Appendix

Guidelines for the Senior Portfolio

Fayetteville State University

Department of Social Work

BSW Program

BSW Senior Portfolio

Portfolio Required for BSW Majors

Before graduation, BSW majors must submit a graduating portfolio that includes their written work and learning outcomes. The portfolio will be completed in SWRK 435 Senior Seminar.

It is important that you follow these directions in regards to the appropriate format and necessary components.

Submission requirements
• Your portfolio should be placed in a three ring binder. Dividers should be placed between each section and each part must be labeled;
• Please submit copies of your papers, documents, essays, etc. because your portfolio will not be returned;
• All submitted items must be UNGRADED AND CLEAN;
• Make sure all sections are labeled;
• Please submit a disk copy of your portfolio.

Section I: Transcript

An unofficial transcript is required.

Section II: Best Papers

Please include an example of your best paper that is at least 5 pages in length and contains references and a reference sheet.

Section III: Self Progress Report

Please submit a 1-2 page analysis of your performance as a student in the BSW program, especially noting the areas you believed you achieved a significant growth as a student, researcher and writer. Also discuss both your strengths and areas for improvement.

Section IV: Multicultural/Diversity Narrative

Write and submit an essay (between 500 and 700 words) that answers the following statement:

Describe how some of the social work and other courses you have taken over the years have contributed to understanding of diverse groups and cultures (i.e. race, ethnicity, class, and gender).

I am informed about NASW Standards of Cultural Competence and capable of articulating them.
I am providing evidence of and reflecting on

• My understanding of Standards of Cultural Competence [ ]

Section V: Readiness for Generalist Practice

Write and submit an essay (between 500 and 700 words) discussing your readiness to enter the profession of social work as a beginning generalist social worker. Use the ten core competencies and related practice behaviors to organize your paper.

Section VI: Career Plans and Goals

Write and submit a brief paragraph on your plans and goals after graduation.

Section VII: Senior Survey
Complete and submit the accompanied senior exit survey. Please do not place your name or any identification notes on the survey itself.

**Portfolio Checklist**
- "Cover Page" [ ]
- "Table of Contents" [ ]
- Introduction [ ]
- **I am capable of entry-level generalist practice according to the 10 core competencies**

Outcome 1
I am **informed about NASW Code of Ethics and capable of articulating an ethical decision.**

Outcome 2
I am providing evidence of and reflecting on
• My understanding of professional codes of ethics [ ]
• My ability to apply professional ethics to dilemmas faced by social workers [ ]
• My ability to make a thoughtful decision from among alternatives and defend my decision. [ ]

Outcome 3
I can explain the values and purposes of the profession.
I am providing evidence
• My understanding of the traditional role of social work
• My understanding of the ethical responsibilities of social workers [ ]

Outcome 4
I am conversant about contemporary social work issues.
I am providing evidence of
• My understanding of my professional roots [ ]
• My familiarity with the issues now facing social workers

Outcome 5
I am prepared for a diverse and multi-cultural world and workplace.
I am providing evidence of and reflecting on
• My ability to function successfully in a world characterized by difference and change [ ]
• My understanding of the challenges presented by difference and change [ ]

Other
Professional Resume [ ]
Professional references [ ]