



Winter 2024 COURSE SYLLABUS

COURSE INFORMATION SOCW 620 Advanced Portfolio Seminar
Meets on alternate Sundays according to [*schedule](#) at 6:30-7:30 p.m. [Eastern] virtually on Zoom
Zoom Link: <https://southern.zoom.us/j/98654214847> Meeting ID: 986 5421 4847
[*1/28, 2/25, 3/24, and 4/21]

PREREQUISITE(S)/ COREQUISITE (S): Acceptance into Advanced Standing, or completion of Foundation curriculum.

INSTRUCTOR (S) **Name: Nina Nelson, Ph.D, MSW**
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To schedule an appointment, you can go to: <https://calendly.com/nelson-sau>, and
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ONLINE LEARNING

The Eclass URL is <http://eclass.e.southern.edu>. For technical support, contact the Eclass Help Desk at 423.236.2086 or by e-mail at eclasshelp@southern.edu. Students should use *Google Chrome* as their browser to access eClass with the greatest ease (<https://www.google.com/intl/en/chrome/browser/>).

REQUIRED TEXTS

Readings and materials relevant to creating the portfolio are made available in e-Class and Perusall. To register with Perusall, use the link from eClass.

COURSE DESCRIPTION

Students demonstrate readiness to practice social work at the advanced level through the completion and defense of a

professional portfolio. Course will culminate in the portfolio defense.

SOCIAL WORK CORE VALUES AND BIBLICAL FOUNDATION:

Social Work Core Values (NASW, IFSW)	Biblical Foundation
Service	Matthew 25:31-45; Luke 10:25-37
Social justice	Jeremiah 22:3; Micah 6:7-9; Isaiah 58:6
The importance of human relationships	Matthew 5: 23-24; Matthew 22:37-39; Mark 12:31
The dignity and worth of the person	Isaiah 49:14-16; Matthew 10:31; Romans 12:9-13; Romans 15:7
Integrity	1 Chronicles 29:17; 1 Timothy 3:9
Competency	Proverbs 3:5 Matthew 7:7; Matthew 25:13-30; 2 Timothy 2:15; 2 Corinthians 3:5
Human rights	Genesis 1:27; Proverbs 22:2; Proverbs 31:8-9; Exodus 22:21; Leviticus 19:33-34; Galatians 3:28; James 2:1-4;

PROGRAM COMPETENCIES AND LEARNING OUTCOMES

Upon completion of this course, students will:

Competence

1. Demonstrate ethical and professional behavior

Practice Behaviors/Course

- 1B Implement supervisory and self-care strategies that integrate professional strengths, limitations, and challenges;
- 1C Exhibit commitment to professional growth through continuing education, supervision, and ongoing consultation;
- 1D Demonstrate professional oral and written communication skills.

COURSE DIVERSITY ELEMENTS

Age, gender, gender identity, race, sex, sexual orientation, religion, class, disability, ethnicity, culture, immigration status, color, political ideology.

COURSE DIFFERENCE ELEMENTS

Socio-economic status, poverty, oppression, marginalization, alienation, privilege, power, acclaim

STUDENT'S COMMITMENT LEVEL FOR SUCCESS: In order to be successful in this course, it is helpful to understand the level of commitment that is expected of graduate students from the School of Social Work. Each credit hour represents a weekly expectation of one "in-class" hour and a minimum of two additional coursework hours. Because this is a 1-credit course, you can anticipate that you will spend a minimum of 3 hours completing the required coursework each week.

Organize your time wisely!!!

LEARNING ACTIVITIES

1. Online Portfolio: Students will initiate design of an online portfolio. Students will start posting narratives for the nine competencies in social work practice.
2. Students will work on a personal mission statement and will create a resume and a CV that will be posted on their portfolio.
3. The portfolio will contain nine sections based on the nine core social work competence.
4. The students will start each section with a description of each competency followed by evidences that demonstrate that they are mastering each practice behaviors corresponding with the nine competencies.
5. Students will complete an outline for their special project
6. Students will submit all the portfolio evaluation forms – posted on e-Class.

EVALUATION: *The final grade will be based on the following:*

Online Discussions	10%
Special project	20%
Mission Statement, CV, Resume	15%
9 Narratives (Introduction to competences) and peer reviews	50%
Course Evaluation	5%
<u>Portfolio Design (including creating all pages)</u>	<u>10%</u>
Total	100%

GRADING SCALE

This course is graded "Pass/Fail". You will earn a passing grade if you have completed all learning activities as outlined above, completed your course evaluation, and successfully defended your portfolio. Since the class is "*Pass/Fail", there will be no A,

B, C, D letter grades...only P or F. Note that a grade of F will negatively affect your grade point average, so you want to be sure that you meet the requirements for passing this course. A grade of P does not affect your grade point average in any way; however, it does earn you credit for this course towards the requirements needed for graduation. *=must be earned at 80% or higher.

SOUTHERN ADVENTIST UNIVERSITY DISABILITY STATEMENT:

In keeping with the University's policy, if you are a student who believes you may need an accommodation based on the impact of a disability or learning challenge, (i.e. physical, learning, psychological, ADHD or other type), you are strongly encouraged to contact Disability Support Services (DSS) at 423-236-2544 or stop by Lynn Wood Hall, Room 1082. Students taking online courses from off-campus locations may also contact the DSS through email at dss@southern.edu. Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website at www.southern.edu/disabilitysupport.

SCHOOL OF SOCIAL WORK POLICIES:

Southern Adventist University and the MSW program faculty have developed a set of policies to ensure effective communication and enhance understanding of academic benchmarks for our students. These policies are also designed to encourage and deepen professionalism, an essential competency for excellence in social work practice.

A. General Course Policies

All students enrolled in the MSW Program in the School of Social Work are expected to demonstrate the following professional and academic behaviors:

- Students are expected to complete all online assignments in a timely manner and arrive prepared for class discussion;
- Students are expected to actively participate in e-class and class discussions and cohort projects. Those who disrupt the class (talk/whispering, clowning, etc.) or over-participate (monopolize or dominate) in discussions on a regular basis should expect to be penalized in the same manner as those who under-participate;
- Students are expected to assess personal and educational needs and interact with the professor as necessary. Do not wait until late in the semester to ask for assistance!
- Students are expected to adhere to the *NASW Code of Ethics* in all aspects of course work and participation.

B. "Participation" (formerly Attendance)

Southern's MSW program holds a measured balance of online and face-to-face (F2F) in person or virtual interactions that comprise "class time." The program's F2F class sessions are taught through an intensive, skill-based approach. Because of this engagement model of instruction, students must participate/attend each F2F sessions scheduled; however, **please do not come to school if you are not feeling well!** Success in the graduate program depends on consistent presence and engagement with the course content, classmates, and the instructor. This includes consistent participation.

This is a generally online class with face-to-face (in person or virtual) meetings. Therefore, although there are no meetings in the traditional class setting, students are still required to attend online meetings that will fall under the regular attendance policy developed by the School of Social Work faculty.

1. A meeting schedule is provided at the beginning of the school semester. Students are responsible for clearing their calendars so they may attend all of the scheduled online group meetings.
2. Students are expected to regularly attend all their course related meetings. However, **please stay at home if you feel unwell**. If you are unwell, please **notify your professor immediately**, if possible within 24 hours. You may be required to present a medical excuse (this may change throughout the semester as university policies related to health issues change).
3. Students **are responsible for completing the missed work**, including work assigned in lieu of face to face meeting times.
4. Missing more than 30 minutes of a meeting (in person or virtual) is considered an absence under this policy. Three times of being late or leaving early (each less than 30 minutes) also accrues to one absence. Please refer to item above #3 & 4 for exceptions.
5. There are two types of absences: emergency/excused and unexcused. An absence is considered "excused" under very limited emergency circumstances, which include documented death in the immediate family, or documented illness of self or a dependent child. All other absences are considered unexcused.
6. For all absences, either emergency/excused or unexcused, students need to alert the professor to the situation, preferably in advance of class.
7. If a student has an unexcused absence which is indicated by a lack of communication with the instructor, the point total towards the final grade for the course will be reduced by 5%.
8. A student who receives an F (unexcused) as a final grade for the course, and will be required to repeat the course, is financially responsible for the course charges the next time it is offered.
9. If a student falls behind with the class requirements then he/she will receive an Incomplete/Incomplete in Progress for the class is at the discretion of the professor on a case-by-case basis.

10. Communication with your instructor is key to your success in the course.

C. AI Policy

As an institution committed to Christian values and the highest educational standards, Southern Adventist University urges faculty and students to prayerfully and critically evaluate how and when we use generative AI and other emergent technologies. Using AI tools can short-circuit critical thinking and impede learning goals. Further, because it is based on the accumulated work of others, it can also pose ethical problems and violate standards of academic integrity. For that reason, it is the policy of Southern Adventist University that students use generative AI tools only after consultation with their instructor or when specifically invited to use it as part of an assignment. Inappropriate use may be penalized.

D. Late Assignment Policy

The MSW program at Southern is a competency-based and evidence-based academic program. As such, students in the MSW program are required to complete and/or remediate any unsatisfactory work until they meet or exceed program standards for all of the required competencies, as defined by their respective practice behaviors. In this learning environment, students are expected to complete all required assignments *prior* to advancing to their next coursework. This policy delineates the MSW program's standards and processes associated with the late submission of course assignments.

General:

1. Due dates/times for discussions and assignments are clearly marked in the course schedule found in the syllabus and/or Eclass. Exemptions from the penalties for late assignments will be granted on a case by case basis (please check Attendance Policy).
2. Assignments submitted after the designated due date will be considered late and will receive 10% off the achieved score for each day the work is late, up to seven days (70%).
3. Assignments will not be accepted later than one week after the due date.

E. Policy on Academic Honesty and Integrity

The School of Social Work is dedicated to scholastic integrity. Students are expected to maintain high professional, ethical, and Christian levels of academic honesty. This policy was developed to define the academic honesty standards that apply to MSW coursework.

1. All coursework should reflect the student's own original work and be cited appropriately; all other sources should be cited appropriately.
2. It is the student's responsibility to learn the proper procedures for acknowledging quoted wording, information, or ideas. Please note that "not knowing" is not an acceptable justification for work that is identified as plagiarized.
3. For all coursework, students are required to use the most recent American Psychological Association (APA) guide to formatting citing and referencing works cited.
4. Students must submit all papers to Turn-it-in for an online check of their writing. If the Turn- it-in report notes a similarity index of 30% or more, the student will need to do an immediate rework of the paper.

Policy Procedures

1. When a student engages in academic dishonesty or fails to meet appropriate citation guidelines, a meeting is called between the professor(s) and the student to discuss the incident. This meeting may result in:
 - a. Redoing the assignment
 - b. Failing the assignment without opportunity to make up points
 - c. Failing the course
2. If the incident is not resolved in the student/teacher(s) meeting, the issue will go to the MSW Leadership Team for a determination.

3. If there is a second infraction, the MSW Leadership Team will automatically review the incident and respond. In addition to the possible consequences listed above, the MSW Leadership Team may consider dismissing the student from the program.
4. The student has the right to appeal the decision of the MSW Leadership Team using the process outlined in the Academic Grievance section of the university's graduate catalog.

Disclaimer:

This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise.

Turnitin:

Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted.

F. Electronic Media Policy

The School of Social Work is committed to educationally sound uses of technology in the classroom and to preventing technology from becoming disruptive to the learning environment.

To assist in achieving these goals, the MSW program has developed the Electronic Media Policy.

1. Professors have the authority to decide their media policy for each class. This means that the professor has the authority to allow or disallow the use of cell phones, laptop computers, iPads, iPods, etc. during class time.
2. When their use is allowed, students must not abuse the use of cell phones in class.
 - a. Generally, cell phones should be turned off during class. For rare exceptions (emergency, parent with sick child, or similar types of situations), the phone should be put on vibrate mode. In this case, the student must inform the professor in advance, of the possibility to excuse him/herself to take an important call.
 - b. Students must NOT engage in text messaging in the classroom.
 - c. Students who create disturbance with ringing cell phones or text messaging will be warned and may be asked to leave the class session if the behavior continues.
3. Any audio or video taping during class must have the permission of the professor. In cases where permission is given to record, the information recorded is for the sole use of educational purpose for that specific class therefore prohibited from being distributed, published or posted to any public website and/or social media outlets. No technology activities are allowed that violate laws, such as those related to intellectual property rights or copyrights, invasions of privacy, or sexual harassment. Examples of this may include using a camera phone to videotape, or taking inappropriate photos without the subject's permission.

G. Incomplete Grade Policy

The Incomplete Grade Policy applies to a situation in which a student has not been able to complete a major course assignment because of extenuating and compelling circumstances. A grade of incomplete (I), under this policy, may be granted to a student only if it can be demonstrated that it would be unfair to hold the student to the normal time limits of the course.

This policy does not apply to situations normally covered under the Late Assignment Policy or the Remediation Policy.

1. It is the policy of the School of Social Work to consider granting the grade of incomplete (I) on a case-by-case basis. Emergency and/or extenuating circumstances are the usual basis for consideration.
2. Students receiving an "I" will be required to submit an Incomplete Contract to the professor no later than the last F2F class of the semester. Time allowed for the completion for the Incomplete Contract should not exceed more than a month after the last day of the semester in which the course was taken. Additional time to satisfy the requirements of the Incomplete Contract will be considered on a case-by-case basis.

Policy procedures:

1. To receive a grade of "I," a student must complete a Plan for an Incomplete or Remediation form. This form must be approved by the course professor and MSW Leadership Team, and signed by the MSW Program Director and the School of Social Work Dean

Policy forms:

1. Plan for Incomplete or Remediation form

H. Remediation and Extension Policy

The MSW program at SAU is a competency-based learning program. As such, students in our MSW program are encouraged to remediate as needed to meet the required competencies. Issues of importance in the extension policy are outlined as follows:

Course competency remediation

MSW students who advocate/petition for additional remediation opportunity to master challenging competencies and practice behaviors will be allowed to extend their study until that same class time the next year.

Extended study can be arranged by providing a written request with details of the remediation plan prior to the last day of class. Any extended course will be given a grade of In Process (IP) with no additional tuition costs to the student. The student will be given opportunity to master remediation content during a second time attending class and/or addressing challenging components as per the previously arranged written plan with the instructor. All course expectations must be met. Any remediation work must be completed before advancing to next semester classes.

I. Progression-Retention Policy

Foundation students must satisfactorily complete all Foundation-level courses, including the foundation field practicum, before progressing to Advanced Placement.

Students are required to maintain both academic and non-academic standards to remain in the MSW program. First, the university's academic standards for retention must be met and sustained. However, even if a student's academic performance is satisfactory, it may become necessary, due to unsatisfactory professional performance, to advise a student to reconsider his/her goodness-of-fit to the field of social work. Failure to do so may result in termination from the MSW program.

1. Students in the MSW program are responsible for taking full ownership of meeting all academic and non-academic retention requirements.
2. University academic standards for retention must be met and sustained, as follows:
 - a. Students must maintain a minimum cumulative grade point average of 3.0, earning a grade below B- in no more than two courses.
 - b. Courses with an earned grade of C- or below will not be counted for credit toward the master's degree.
3. The MSW Leadership Team will evaluate students' grades and GPA at the end of each semester. If a student's academic performance does not meet the university's standards, the student will be notified via email that the MSW Leadership Team will be doing a review of his/her status in order to determine whether extenuating circumstances are present. Decisions about student retention in such instances will be made by the MSW Leadership Team on a case-by-case basis.
4. A student may be asked to withdraw from the MSW program for any of the following non-academic reasons:
 - a. Academic honesty breaches
 - b. Failing the field practicum
 - c. Failing to abide by professional values and ethics, as outlined by the NASW Code of Ethics.
5. When there is evidence that a student is not meeting the professionalism standards outlined in program policy, the student will be notified via email that the MSW Leadership Team will be doing a review of his/her status in order to determine whether the student may be retained in the program. Decisions about student retention in such instances will be made by the MSW Leadership Team on a case-by-case basis.

Policy procedures

In general, faculty will provide ongoing professional feedback for professionalism breaches, offering students opportunities to make corrective behaviors, prior to termination from the MSW program; however, any professional ethics breach could result in immediate termination from the program.

1. Challenges to program termination decisions will follow the Grievance Policy.

Course Schedule W24

NOTE: ALL assignments are due by time and date, unless otherwise noted in E-class!

Dates	Topic	Learning Activity
<u>MODULE#1</u> January 7-14	Introductions & Peer selection	<ul style="list-style-type: none"> Review eclass Familiarize yourself with the online learning platform. Put all assignment due dates in your calendar. DQ#1 DQ#2.
<u>MODULE#2</u> January 15- 28	Online Portfolio Readings & resources are posted in Perusall (accessible via e-class) Competency 1: Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> Obtain your SWPro online portfolio log-in account information. Post your competence 1 narrative in the Google doc to receive feedback from your peer reviewer (10 points). Provide feedback to your peer (5 points). DQ#3
<u>Zoom meeting required</u> January 28	Portfolio Meeting	Zoom Meeting ID: 986 5421 4847 @ 6:30-7:30 p.m. [Eastern]
<u>MODULE#3</u> January 29- February 11	Competency 2: Engage Diversity and Difference in Practice Competency 3: Engage Human Rights and Social, Economic and Environmental Justice	<ul style="list-style-type: none"> Post your competence 2 & 3 narratives in the Google doc to receive feedback from your peer reviewer. Provide feedback to your peer.
<u>MODULE#4</u> February 12 - 25	Competency 4: Engage in Practice-informed Research and Research-informed practice Competency 5: Engage in Policy Practice	<ul style="list-style-type: none"> Post your competence 4 & 5 narratives in the Google doc to receive feedback from your peer reviewer. Provide feedback to your peer.

<u>Zoom meeting required</u> February 25	Portfolio Meeting	Zoom Meeting ID: 986 5421 4847 @ 6:30-7:30 p.m. [Eastern]
<u>MODULE#5</u> February 26- March 10	Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities Competency 7: Asses Individuals, Families, Groups, Organizations and Communities	<ul style="list-style-type: none"> • Post your competence 6 & 7 narratives in the Google doc to receive feedback from your peer reviewer. • Provide feedback to your peer.
<u>MODULE#6</u> March 11 - 24	Competence 8: Intervene with Individuals, Families, Groups, Competence 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities	<ul style="list-style-type: none"> • Post your competence 8 & 9 narratives in the Google doc to receive feedback from your peer reviewer. • Provide feedback to your peer.
<u>Zoom meeting required</u> March 24	Portfolio Meeting	Zoom Meeting ID: 986 5421 4847 @ 6:30-7:30 p.m. [Eastern]
<u>MODULE#7</u> March 25 - April 7	Resume, Web Design and Evidence Narratives Readings & resources are posted in Perusall	<ul style="list-style-type: none"> • DQ#4-Update your Resume and write a Cover or Interest letter. Post it in e-Class, give and receive feedback from your peer evaluator. • Provide an outline for your Special Project, and submit it in the dropbox in e-Class. • Refine your portfolio web page design.
<u>MODULE#8</u> April 8-21	Mission Statement Readings & resources are posted in Perusall	<ul style="list-style-type: none"> • Post your mission statement, and give and receive feedback from your peer evaluator.

<u>Zoom meeting</u> April 21 <i>Optional per individual need</i>	Portfolio Meeting	Zoom Meeting ID: 986 5421 4847@ 6:30-7:30 p.m. [Eastern] *Notify the instructor by 4/19/24 at noon

Appendix A

PORTFOLIO PAGES

Each portfolio must contain the following pages and their respective sub-pages:

Main Page/Welcome Page:

- This is your introductory page. It should contain a picture that represents you as a professional (it does not need to be taken professionally, but it should represent who you are as a professional social worker)
- On this same page, you should have your mission statement.

Resumé Page:

- On this page you will present your resumé and cover/interest letter (in PDF format!). Please make sure that no sensitive information is present in these documents!

Certificates and Trainings Page:

- On this page you will link all the certificates and trainings that you attended/participated in during your MSW journey. These can be from your coursework, field practicum experience, or any other activities.

Competencies Page:

- This page will contain the list with all the 9 competencies, hyperlinked to the respective sub-pages
- Under this main page (this page will be the "parent" page), you will create sub-pages for each of the 9 competencies (make sure that you number them in the order in which you want them!).
- Each competency page will include: the introductory narrative, classroom and field evidences and their respective narratives for each practice behavior.

Career & Self Care Plans Page:

- On this page you should present your career goals (1, 5 and 10 plans) and your philosophy and plan for self-care as a professional social worker.

Appendix B

Portfolio Competencies and The Special Project*

Competencies

***NB. Practice behavior narratives and their linked evidence are completed in SOCW 623. You complete the introduction to each competency in this class, SOCW 620.**

Competencies 1-5

- 1 evidence per practice behavior
- Must be a balanced mix between field and course evidences
- Must be a balanced mix of micro and macro foci (So, this would amount to a minimum of 2 for each: macro and micro)

Competencies 6-9

- 2 evidences per practice behavior:
 - 1 from field
 - 1 from course
- Must be a balanced mix of micro and macro evidences

Each **competency page** must include the following content in the introduction, or following the evidences (examples posted in e-Class/Perusall) (You have to have all these questions answered across each competency, not for each evidence, but it is helpful to begin thinking of answering all these questions for each evidence, and see how it fits. Therefore, within each competency, you need to discuss the knowledge, values, skills, processes (link to a list of processes available in e-class) and theoretical foundations/theories (link to theories website provided in e-class) appropriate to the competencies.

- What knowledge was used in this evidence/competency?
- What values are present in this evidence/competency?
- What skills have you used in this evidence/competency?
- What are the affective and cognitive processes you used in this evidence/competency?
- What theoretical foundations/theories are used in this evidence/competency?

The Special Project (to be completed in SOCW 623)

During your portfolio defense you will be asked to present one of the projects developed during the advanced level school year that shows in practical terms the way you have addressed each social work competency in your practice. Chose a project that is complex enough to cover all the nine competencies or present two projects. On your SWPro page as well as during your presentation, provide evidence that you have achieved advanced generalist graduate level mastery of each competency while working on your project/s.

Guidelines for describing the project (please use headings for each section):

- Introduction:
 - Project title, location, agency, duration, participants
- What social issue has been addressed and why?
 - Describe the social issue in the community/agency context
 - How significant was that issue? Implications? People affected?
 - Who initiated the project? Sponsors?
- What interventions have been designed?
 - Mission, goals, intervention tools, theoretical perspectives, review of literature (for the last two, you need to address the theoretical framework refers to the one helping you to understand and/or address the issue. Why would the design succeed, or how does theory help us understand the problem and therefore the solution? The same for the literature – here we don't need a long list of articles: just a 3-5 that really support your chosen intervention for your chosen populations – evidence based practice articles).
- What were some of the results achieved?
 - Your approach for evaluation the outcomes and process of your special project
 - People served, or other measurable outcomes,
 - Reviews, rewards, or any other form of recognition
 - If there are no results (project was implemented after student left the internship, project was a proposal, etc.), explain why, and whether there are plans to implement it
- Conclusions
 - Limitations for implementing the project (examples: time, financial resources, human resources, etc.).
 - What could have been done better?
 - What were some unexpected outcomes?

Address all nine competencies as you are developing (writing about, and then presenting) each aspect of your project. Use pictures or examples of any materials developed during your project.

Defense Structure (to be completed in SOCW 622)

- 10 minutes – presentation of professional self and professional journey
- 30-35 minutes – presentation of the Special Project, and how it connects with the 9 competencies (with details) with potential Q&A of application of theories and knowledge into practice.

- What is the social work area you would like to work?
- What is the main population you would be working with?
- What are some of the micro and macro theories that inform work with this population? You should be able to explain them and how they are applied.
- What are the most common interventions (micro and macro) in this area of interest, with this specific population?
- What are the main social issues affecting this populations?
- What are the main policies addressing issues for this population/ area of interest?
- HBSE – what are the main family, neighborhood, and environmental dynamics for this population?
- What are the main milestones for this population?
- What is your ethical decision making model?
- How do you implement your ethical decision making model?
- What would be the most common dilemmas in this area of practice?
- 10 minutes – Evaluators deliberations and feedback
- 2-5 minutes – Picture

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