



PORTFOLIO ASSESSMENT FORM

Name: Savannah Grignon

Portfolio URL: <https://swpro.org/sgrignon/>

Use the scale provided below to evaluate the evidences provided by the student for each social work competence:

1. Does not meet expectations
2. Beginner level
3. Developing level
4. Proficient level
5. Exceeds expectations

Introductory Pages

Advisor	Comments	Self	Peer	Advisor
Welcome page		5	4	
Mission Statement		4	5	
Resume/CV		4	5	
Service Activities		3	5	
Web Design		5	4	
Writing		5	5	
Total points	A minimum of 24 points are required to schedule the defense	26	28	

Competency 1: Demonstrate Ethical and Professional Behavior

Practice Behaviors: <ul style="list-style-type: none"> • Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; • Use technology ethically and appropriately to facilitate practice outcomes; • Use supervision and consultation to guide professional judgment and behavior 	Learning Evidenced in Coursework	Self-Assessment	Peer Assessment	Advisor Assessment
	Through an administrative class that I took, I helped develop a program for a local agency that aims to increase their volunteer participation. Throughout the course of this project, I have learned about different frameworks for analyzing environments. One of these such frameworks is a SWOT analysis that we used to analyze the proposed program's strengths, weaknesses, opportunities, and threats.	5	5	
	I demonstrated my commitment to continuing education by researching a topic in which I was interested in, Hoarding Disorder. This is evidenced through the product of my research, a literature review on the subject	5	5	
	Learning Evidenced in Field Practicum	Self-Assessment	Peer Assessment	Advisor Assessment
	I attended two conferences related to my experience in the Disability Access office at Dalton State College to show my demonstration of, and commitment to, continuing education. I attended the annual suicide prevention conference and the annual north Georgia Autism conference	5	5	
	I met with my MSW level Field Instructor each week for one hour of scheduled practicum supervision so that I could promote the development of my professional practice.	5	5	

	Total Points:	20	20	
Average: (To pass the students needs a 4 points average)		5	5	
Additional Comments:				
Competency 2: Engage Diversity and Difference in Practice				
Practice Behaviors: <ul style="list-style-type: none"> • Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels • Present themselves as learners and engage clients and constituencies as experts of their own experiences • Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 	Learning Evidenced in Coursework	Self-Assessment	Peer Assessment	Advisor Assessment
	In my Integrative seminar class, we learned about different ways in which diversity of religion and culture play a role in social work practice. As a demonstration of my understanding of the role that diversity plays in social work, I co-wrote a paper for this class titled Integration of Faith and the Social Work Practice .	5	5	
	I had the opportunity to participate in a policy advocacy activity with a nonprofit organization called UnifiEd. During the event, we went into the surrounding communities, engaging with a diverse population of stakeholders in order to advocate for educational equality.	5	5	
	Learning Evidenced in Field Practicum	Self-Assessment	Peer Assessment	Advisor Assessment
	I attended a Transition Fair that was a good example of working towards eradicating the discrimination of disabled individuals in school. In Disability Access, we make sure that students get the accommodations that they need, and that the faculty on campus are held to the	4	5	

	appropriate standards of non-discrimination as set by the ADA. I journal ed about my experience in ALCEA..			
	I attended an Autism Conference in order to learn more about how I can support students with Autism on Dalton State's campus. I then implemented what I learned when interacting with students and staff at my internship.	4	5	
	Total Points:	18	20	
Average: (To pass the student needs a 4 points average)		4.5	5	
Additional Comments:				
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice				
Practice Behaviors: <ul style="list-style-type: none"> Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels Engage in practices that advance social, economic, and environmental justice. 	Learning Evidenced in Coursework	Self-Assessment	Peer Assessment	Advisor Assessment
	In my Advanced Administration class my peers and I created a Volunteer Recruitment, Retention, and Training Program in order to advocate for the needs of one of the community's much needed resources: The Caring Place in Cleveland, TN.	5	5	
	In my Advanced Administration Class, my peers and I created a program called New Pathways of Southeast Tennessee (NPST) that would help give needed resources, such as counseling, to perpetrators of sexual abuse and those who are at risk to perpetrate and did a group presentation on it.	5	5	
	Learning Evidenced in Field Practicum	Self-Assessment	Peer Assessment	Advisor Assessment

	I participated in the annual suicide prevention conference in order to be able to more effectively advocate for students, and other individuals, with mental illnesses. I journalled about what I learned during my time there and used that knowledge when meeting with my clients in Disability Access.	4	5	
	I participated in an anti-discriminatory initiative that provided dorm students with uplifting and encouraging notes after students were harassed in on-campus housing, because of their race, by other students	4	5	
	Total Points:	18	20	
Average: (To pass the student needs a 4 points average)		4.5	5	
Additional Comments:				

Competency 4: Engage In Practice-informed Research and Research-informed Practice				
Practice Behaviors: <ul style="list-style-type: none"> • Use practice experience and theory to inform scientific inquiry and research • Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings • Use and translate research evidence to inform and improve practice, policy, and service delivery. 	Learning Evidenced in Coursework	Self-Assessment	Peer Assessment	Advisor Assessment
	I learned about effective methods for conducting social work practice with families and wrote a review on the best practices from several chapters of my textbook.	4	4	
	I created a research presentation based on the Flint Water Crisis and how it relates to social work practice.	5	4	
	Learning Evidenced in Field Practicum	Self-Assessment	Peer Assessment	Advisor Assessment
	I reviewed the best practices listed on Dalton State College's website for Disability Access in order to improve my knowledge of the program.	4	4	
	I researched about college students with Autism Spectrum Disorder (ASD), created an annotated bibliography of my findings, and presented the articles and my bibliography to DSC's disability services provider.	5	5	
	Total Points:	18	17	
Average: (To pass the student needs a 4 points average)		4.5	4.25	
Additional Comments:				

Competency 5: Engage in Policy Practice				
<p>Practice Behaviors:</p> <ul style="list-style-type: none"> Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services Assess how social welfare and economic policies impact the delivery of and access to social services Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. 	Learning Evidenced in Coursework	Self-Assessment	Peer Assessment	Advisor Assessment
	Together with my peers, I helped create a Policy Advocacy Plan that promotes universal mandatory reporting of child abuse and created a group presentation on our work.	5	5	
	During my summer emphasis course, I had the opportunity to do a community advocacy activity of my choice, and I chose to do a voter engagement project. My project looks at voter engagement as a means for community betterment in Hamilton County, Tennessee and included a research paper and opinion editorial .	5	5	
	Learning Evidenced in Field Practicum	Self-Assessment	Peer Assessment	Advisor Assessment
	I used the knowledge I gained from the Autism conference and personal research to recognize areas in which Dalton State College can grow in their advocacy for students with disabilities and submitted this information to the disability services provider at DSC.	4	5	
	I created recommendations and a SMART Goals plan based on the findings of my Initial Appointment Feedback survey (found in 7.1) in order to facilitate helpful change in the Disability Access office practices.	5	4	
	Total Points:	19	19	
Average: (To pass the student needs a 4 points average)		4.75	4.75	

Additional Comments:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities				
Practice Behaviors: <ul style="list-style-type: none"> • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies • Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies 	Learning Evidenced in Coursework	Self-Assessment	Peer Assessment	Advisor Assessment
	During my winter semester child and family advocacy emphasis course, I examined the evidenced-based practices of treatment for individuals with Hoarding Disorder as a part of a literature review on this facet of mental health.	5	4	
	During the fall semester, I learned about Cognitive Behavioral Therapy (CBT) and utilized the evidenced-based strategies found in the textbook when meeting with pseudo clients for practice sessions. I practiced my CBT skills several times each week. Here is a practice video I completed with a pseudo client as a part of my learning and growth.	5	5	
	Learning Evidenced in Field Practicum	Self-Assessment	Peer Assessment	Advisor Assessment

	During the Spring 2019 semester, I utilized the evidence based practices that I researched in competency 4, to effectively engage with a caseload of clients. Here is an excerpt from one of my weekly journals that shows what a typical day of appointments with clients looked like. Due do confidentiality purposes, no names have been included in the journal.	4	4	
	During the spring 2019 semester, I met with several students per week, and met with one regular student for approximately 12 weeks, in order to assist them with their individual disability intervention needs. Here is a casenote I completed on her, with identifying information blacked-out.	4	5	
	Total Points:	18	18	
Average: (To pass the student needs a 4 points average)		4.5	4.5	
Additional Comments:				

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities				
Practice Behaviors: <ul style="list-style-type: none"> Collect and organize data, and apply critical thinking to interpret information from clients and constituencies 	Learning Evidenced in Coursework	Self-Assessment	Peer Assessment	Advisor Assessment
	During my fall semester clinical class, I did an assessment in the form of a process recording and self-assessment paper of	5	5	

<ul style="list-style-type: none"> • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies • Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies • Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. 	my final video, demonstrating all of the Cognitive Behavioral Therapy skills that I learned throughout the semester. During my winter semester clinical class, I wrote another assessment paper evaluating my final video in which I demonstrated my abilities as a group practitioner.			
	As part of a group project for my administration class, my peers and I created a Needs Assessment and Research Plan to help determine areas of focus for our project on recruiting and retaining volunteers for The Caring Place in Cleveland, TN.	4	5	
	Learning Evidenced in Field Practicum	Self-Assessment	Peer Assessment	Advisor Assessment
	Throughout my 500 hour internship, I reviewed students' relevant documentation, including high school IEP's, RCLD assessments , and GACE assessments , and listened to students' personal accounts in order to assess what interventions would be most beneficial to them.	4	5	
	Together with the Director of Disability Services, I created a survey for new students receiving accommodations in the 2018-2019 school year that inquires about their perspectives on the intake process in order to the help Disability Access intake process run more smoothly for clients and staff.	5	4	
	Total Points:	18	19	
Average: (To pass the student needs a 4 points average)		4.5	4.75	
Additional Comments:				

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Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities				
Practice Behaviors: <ul style="list-style-type: none"> Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies Facilitate effective transitions and endings that advance mutually agreed-on goals. 	Learning Evidenced in Coursework	Self-Assessment	Peer Assessment	Advisor Assessment
	In my Fall 2018 clinical class, we demonstrated our therapeutic skills throughout several videos we recorded. One example is this 20 minute video that shows myself demonstrating several skills, including implementing clinical evidenced-based interventions with my client.	5	5	
	During my summer emphasis course, one of the trips we went on was to the Chattanooga Housing Authority. During this trip, we learned about the organization of the CHA as an intervention strategy for the community of Chattanooga and had the opportunity to experience it like firsthand. Following this experience, I wrote a reaction paper .	4	5	
	Learning Evidenced in Field Practicum	Self-Assessment	Peer Assessment	Advisor Assessment
	During the Spring 2019 semester, each week, I provided students seeking Disability Access accommodations with	5	4	

	<p>possible intervention strategies to help them succeed academically that are tailored to their individual needs. Due to confidentiality, I have attached an excerpt from one of my journals detailing several of the accommodations we used that week as evidence.</p>			
	<p>The SMART Goals that I created, based on the findings of my survey, will promote macro-level change within Disability Access by changing the way that initial appointments are created and how prepared students are at their initial appointment.</p>	5	5	
	Total Points:	19	19	
<p>Average: (To pass the student needs a 4 points average)</p>		4.75	4.75	
<p>Additional Comments:</p>				

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors: <ul style="list-style-type: none"> • Select and use appropriate methods for evaluation of outcomes • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes • Critically analyze, monitor, and evaluate intervention and program processes and outcomes • Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. 	Learning Evidenced in Coursework	Self-Assessment	Peer Assessment	Advisor Assessment
	After demonstrating my skills as a group clinician. I did a self-evaluation , using the evidenced-based strategy of process recording. In this paper, I evaluate what was said, as well as what skill was being demonstrated and what I could have done better.	5	5	
	At the end of my emphasis course, I wrote a paper evaluating my experiences learning about systems in Chattanooga, TN. This paper reflects on what I learned and experienced as well as evaluates potential implications for the community.	4	5	
	Learning Evidenced in Field Practicum	Self-Assessment	Peer Assessment	Advisor Assessment
	At the end of the survey submission period, I evaluated the information gained through the surveys that I sent out (in 7.2) and created a report of the findings and future recommendations to be submitted to the director of Disability Access.	5	5	
	During the final meeting with each of my clients at the end of the Spring 2019 semester, I helped them evaluate the effectiveness of the integrated interventions and accommodations that were provided to them and facilitated an appropriate termination to our working relationship. Attached is an excerpt from my journal of this event.	4	5	

	Total Points:	18	20	
	Average: (To pass the student needs a 4 points average)	4.5	5	
Additional Comments:				

Overall Comments	
Peer	Overall you did a great job! You may want to fix the font toward the end of the page about competency 1, it doesn't look consistent. Also, there is no cover letter, so you may want to add that if you need to. Other than that, everything looks great! You have what looks like solid evidence for all your competencies. Looks like you did some really good work. You should be proud!
Advisor	

The sum of advisor's averages for each competence excluding the introductory pages:

Number of competencies:

Average score:

_____ = _____ %

IMPORTANT – As this is the capstone of the MSW program, students **MUST** achieve a minimum score of 80% (4 points average) in each area of their e-Portfolio assignment in order to fulfill this requirement for graduation.

Name of the student submitting the portfolio: Savannah Grignon

(By typing your name above you certify that your portfolio is ready for Peer review)

Date: 7/19/2020

Peer Reviewer: Edward Pino

(By typing your name above you certify that you have reviewed the portfolio)

Date: 8/2/2020

Advisor or other professor:

(By typing your name above you certify that you have reviewed the portfolio)

Date: