Guidelines for the Learning Portfolio

**What is a Learning Portfolio?**

The Learning Portfolio is a professionally organized compilation of your work (indicators) that documents attainment of the student learning outcomes (SLOs) in the Learning Contract. Students are largely evaluated on the extent to which Learning Contract tasks were completed; because of this, it is important that the Learning Portfolio reflects these accomplishments. The portfolio is developed by the student with assistance and guidance as needed from the field instructor and the faculty liaison. It is the student's responsibility to compile and organize portfolio materials so as to ensure that the portfolio reflects the scope of the student's specific accomplishments. The portfolio accumulates over the course of both semesters in the placement; however, for clarity, students submit separate portfolios each semester. **Any additional portfolio requirements will be identified in the course syllabus.**

**What must be included in the Learning Portfolio?**

Some elements in the Learning Portfolio will be the same for all students and include the following:

1. The Agency Orientation Summary Report (*Fall semester*)

This must be included in the portfolio as an overview of the agency/program where the learning experiences occurred. *Please see Form 13 for further instructions.*

2. An Annotated Reading File (*both Fall and Spring semesters*)

The annotated reading file is to document all the research done by the student over the course of the field placement. It is expected that this file will be rich and varied, documenting all significant readings utilized to acquire knowledge pertinent to practice in the placement setting and to overall professional development during the field placement. *Please see Form 19 for further instructions.*

3. An Annotated Resource File (*both Fall and Spring semesters*)

Each student is required to develop a personal usable resource directory documenting his/her networking and resource development over the course of the placement. The expectation is that this file will reflect the student’s exploration and understanding of the range of resources that he/she would be expected to use as a social work practitioner in the placement setting. *Please see the Form 20 for further instructions.*

4. End-of-Semester Self-Assessment (*both Fall and Spring semesters*)

Students will complete an end-of-semester self-assessment late in the semester, which will be turned in to the field instructor for discussion, and then turned in to the seminar instructor/faculty liaison along with the field instructor’s end-of-semester student assessment. **Note**: In the Spring semester, students will submit the Competency Assessment Paper in lieu of the End-of-Semester Self-Assessment. *Please see Forms 23, 24, and 25 for these templates.*

5. Weekly Timesheets (*both Fall and Spring semesters*)

 Students must include each of their timesheets in the Learning Portfolio. These should have been previously approved

 by student’s field instructor (per his/her initials or signature) and agency representative/supervisor. *Please see*

 *Form 15 for this template.*

6. Other (*both Fall and Spring semesters*)

 Other materials included in the Learning Portfolio will be unique to each student and will be based upon indicators

 specified in the Learning Contract. As previously noted, each practice behavior (PB) needs to have its indicator(s)

 included in the Portfolio in order to verify and document achievement of student learning outcomes (SLOs).

**Please note:**

It is assumed that any included student documentation will be in a format and of a quality that is appropriate for an entry-level social work professional, i.e., acceptable to the agency per the agency’s quality assurance standards. Examples of work are client-related documentation (such as progress notes, services plans, etc.) or project-related documentation (such as needs assessments or committee reports). Any included documentation must have been reviewed by the field instructor or agency representative/supervisor. **In addition, students must remove all identifying information to ensure confidentiality per ethical and agency guidelines.** If agency policy does not permit this, an alternative method of documenting attainment of Learning Contract student learning outcomes (SLOs) must be agreed upon.