BEHAVIORAL MENTAL HEALTH CONCENTRATION PORTFOLIO
Overview of Assignment and Guidelines

Purpose of the Portfolio
The Behavioral Mental Health Concentration portfolio is the final graduate study requirement and culminating experience in the MBTSSW program. The portfolio summarizes, integrates and presents the considerable amount of work each student has completed during the two semesters in a meaningful, professional manner. Portfolios will contain original narratives in the areas outlined and a selection of major assignments, projects and products completed in SW724-725, field work and independent studies related to the concentration area. Ultimately, the portfolio project is meant to help students prepare for active practice after graduation, and serve as a resource for job searches and interviews.

The portfolio is both substantive and symbolic. From a substantive perspective, it documents the competencies students have gained through participation in the behavioral mental health concentration and the program as a whole. From a symbolic perspective, it reflects students’ aspirations to become effective social work practitioners in behavioral mental health. The compilation and presentation of portfolios enable students and faculty to celebrate their colleagues’ achievements and to recognize students’ transition into professional practice.

Submission and Grading of the Portfolios
The work of constructing the portfolio should begin in the Fall Semester and continue as a work-in-progress until its completion by the end of the Spring Semester. All students will submit their portfolios on the specified due date. Portfolios will integrate selected major assignments that best exemplify the student’s professional practice. The instructor will grade the portfolios, and this grade will be weighted as part of the final grade.

Assembly and Binding of the Portfolios
Decisions about the organization and binding of the portfolios are left to students’ creativity. However, the following are required:

♦ An organizational scheme that reflects the advanced practice behaviors and competencies.
♦ A table of contents that organizes the portfolio and provides a convenient way to access specific areas is required.
♦ Three ring binders offer flexibility in the organization of materials. Students can maintain and update their portfolios as they progress in their practice.

Criteria for Evaluating Portfolios
The instructor will use five criteria to grade student portfolios:

1. Comprehensiveness of the portfolio. Each portfolio will incorporate selected products a student completed for 724-725 courses, fieldwork and independent learning activities (such as major papers, directed studies) that best represent their work. A product represents the original work of students undertaken and/or completed individually, in groups or in teams relevant to behavioral mental health. Students’ products may include but are not limited to: Assignments that involve analysis, formulation and evaluation, e.g. assessments, treatment plans, case presentations, policy analysis papers; field work products; grant applications; research projects; relevant creative products.
2. **Integration of the portfolio.** The concentration advanced practice behaviors will be used as the integrative framework that guides students’ narratives regarding the substantive outcomes.

3. **Evaluative approach taken in the portfolio.** Students ensure that written material and other documentation clearly establish how each advanced practice behavior was accomplished.

4. **Organization and professional presentation of the portfolio.** The portfolio is well organized in a manner that facilitates its external review and evaluation. The following sections compose the portfolio:

   ♦ Evaluation of the student’s professional learning experiences in the concentration.
   ♦ Job search strategies and professional development plan.
   ♦ Professional resume.
   ♦ Evidence of competencies in behavioral mental health.

5. **Personalization of the portfolio content.** Students may use the portfolio to make a personal statement about themselves as social work professionals. For example, they may capture what makes them distinctive as practitioners in behavioral mental health. The tone of the portfolio can be autobiographical and can look forward to what students seek to achieve in their future work. All students incorporate into the portfolio their:

   ♦ Definition of behavioral/mental health practice in social work.
   ♦ Mission as practitioners.
   ♦ Principal practice objectives and strategies.
   ♦ Principal practice outcomes.

**Involvement of Faculty Members in the Preparation of the Portfolio**

Consultation with faculty and field instructors in the preparation of portfolios is strongly recommended. Students will want to review their class and field assignments to determine how they relate to particular advanced practice behaviors and competencies (see Attachment A).

**BMH PORTFOLIO OUTLINE AND GUIDELINES**

**FOLLOW THIS OUTLINE FOR the PORTFOLIO TABLE OF CONTENTS (the questions are meant to facilitate the narrative).**

**TIPS FOR THE NARRATIVE:**

♦ Personalize the narrative
♦ Integrate all of the sections
♦ Support your assertions and conclusions with evidence from your work within the concentration
♦ Coordinate the narrative and appendices.

**I. Introduction to the Portfolio**

♦ Frame the portfolio using your perspective on behavioral mental health practice in social work.
♦ Explain why you are a mental/behavioral health practitioner.

1.0 **Reason for Entering the Concentration.** (Why did you decide on the behavioral mental health concentration as your focus area?)

2.0 **Principal Practice Interests in behavioral mental health.** (What area of practice are you focused on at this time?)
3.0 Aims of the Portfolio. (What is the purpose of your portfolio?)

II. Philosophical Orientation to Mental Health Practice in Social Work
   ♦ Lay the foundation of your identity as a behavioral mental health practitioner.
   ♦ Lay the foundation for what is important to you as a behavioral mental health practitioner.

1.0 Basic Beliefs about behavioral mental health practice in social work. (What is your current philosophy about behavioral mental health practice in social work?)

2.0 Purpose of Mental Health Practice in Social Work. (What is behavioral mental health practice in social work? What is its purpose?)

3.0 Principal Values Concerning Practice. (What are your values regarding behavioral mental health practice in social work?)

III. Domain of Practice
   ♦ Describe the focus your practice.
   ♦ Relate the focus of your practice to what you want to change through behavioral mental health practice.

1.0 Social Problems or Issues that form the Student’s Domain of Practice. (What area/s in behavioral mental health are you particularly concerned about?)

2.0 Context or Setting within which the student seeks to practice. (Where do you see yourself making the strongest contribution at this time?)

3.0 Practice Mission. (What do you hope to accomplish within the reality of systems and resources? Your objective and hoped for outcomes?)

V. Advanced Practice Behaviors & Competencies
   ♦ Clearly and succinctly describe the level of mastery you have achieved in the behavioral health advanced practice behaviors (see Attachment A).
   ♦ Clarify what you can currently do within the field of behavioral mental health practice.

1.0 Present the principal advanced practice behaviors mastered or on-the-road to mastering and evidence of acquisition. (What are your principal competencies and how have you demonstrated acquisition?)

2.0 Conclusions about Practice Strengths and Professional Development Needs. (What are your practice strengths and developmental needs?)

IV. Evaluation of Learning Experience
   ♦ Identify and elaborate what you learned through the concentration
   ♦ Reflect on, identify and support outcomes that pertain to:
     - Your knowledge of behavioral mental health practice
     - Your attitudes/values regarding mental health practice
     - Your skill base in behavioral mental health practice.

1.0 Students’ Evaluation of Learning Experience and Outcomes
1.1 Evaluation of the Learning Experience within the Concentration (What areas in the course work significantly contributed to your knowledge base?)

1.2 Evaluation of the Fieldwork Learning Experience. (How did fieldwork complement your concentration learning?)

1.3 Evaluation of other Learning Opportunities. (What other experiences contributed to your learning? How did they contribute?)

1.4 Identification of Student Achievements within the Concentration and Appraisal of Learning Products that reflect these achievements. (What were your major achievements/learning products within the concentration and what is your evaluation of them?)

1.5 Satisfaction with Learning Experience, Outcomes and the Concentration (What is your level of satisfaction regarding your learning experience, learning outcomes within the School and the concentration?)

1.6 Recommendations for Improving Learning Experiences. (What are your recommendations for improvement?)

VI. Professional Development Plan

♦ Lay out a sense of where you are going within the field.
♦ Identify how you need to develop professionally to achieve your vision.

1.0 Vision Statement regarding the Student’s Professional Practice in the Future. (Where do you see yourself in social work in the next 3 – 5 years?)

2.0 Job Search Strategy (place resume in an appendix). (What is your plan for seeking a job?)

3.0 Practice Competencies Student seeks to Acquire & Learning Plan. (What is your plan for acquiring new competencies and continuing education?)

VII. Conclusions

1.0 Concluding thoughts about your educational experience and how it has prepared you for the profession within in the concentration.

VII. APPENDICES

♦ Coordinate all appendices with the narrative.

1.0 Products that support the Philosophical Orientation of the Student.
2.0 Products that support the Student’s Domain of Practice.
3.0 Products that support the Student’s Evaluation of Learning Experience
4.0 Products that support the Student’s Acquisition of Practice Competencies.
5.0 Resume.

(This assignment was adapted and modified from a paper presentation made by Ann Alvarez, Ph.D. Wayne State University at the Council on Social Work Education 2002.)
Attachment A

The Advanced Practice Behaviors: Behavioral Mental Health

APB 1. Recognize how self-awareness, transference and counter-transference impact helping relationships in behavioral health service delivery.

APB 2. Analyze ethical dilemmas and apply principles of ethical social work in behavioral health practice.

ABP 3. Demonstrate critical thinking to inform and communicate professional judgments in behavioral mental health.

ABP 4. Recognize how self-awareness, transference, counter-transference & diversity impact helping relationships in behavioral health service delivery.

ABP 5. Identify, engage and evaluate community-based and culturally relevant recovery services for consumers (children and adults), which support recovery principles and the reintegration of consumers into communities.

ABP 6. Identify and evaluate several indigenous-based or culturally resonant, evidence-based or promising best-practice treatments and prevention strategies for individuals experiencing severe and chronic behavioral health problems.

ABP 7. Formulate in collaboration consumers their assessment, recovery-oriented, culturally-resonant treatment (and or prevention strategies) and evaluation plans, including the mental status examination.

ABP 8. Analyze and discuss the current challenges of national behavioral-mental health policies.

ABP 9. Identify, engage and evaluate community-based and culturally relevant recovery services for consumers (children and adults), which support recovery principles and the reintegration of consumers into communities.

ABP 10. Engagement
Identify clinical presentation, prognosis, etiology, and research-based, culturally-relevant intervention and prevention models related to specific DSM-5 mental disorders; Apply Motivational Interviewing approaches in client assessment and treatment.

ABP 11. Assessment
Formulate in collaboration consumers, interdisciplinary and community partners, consumers’ behavioral mental health assessment, including the mental status examination.

ABP 12. Intervention
Formulate in collaboration consumers and interdisciplinary and community partners, consumers’ recovery-oriented, culturally-resonant treatment plans (and or prevention strategies).

ABP 13. Evaluation
Formulate in collaboration with consumers, interdisciplinary and community partners, consumers’ behavioral mental health evaluation plans.