

# Student Guide to Capstone Portfolio

## Pilot Version

Revised 2009



Human Services Program



WOODRING COLLEGE OF EDUCATION



**WESTERN**  
WASHINGTON UNIVERSITY

***Student Guide to Capstone Portfolio Process***

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## Preface

In the Human Services Program of the Department of Human Services and Rehabilitation, Woodring College of Education, Western Washington University, each student completes a capstone portfolio over the course of the time the student is in the human services major. The process begins with HSP 304 *Portfolio Learning in Human Services* (1 credit) and ends in HSP 495 *Capstone Portfolio* (4 credits). Most students begin their portfolios within the first 5 credits in the major, update information for the portfolio every quarter, and complete the capstone portfolio in the last 5 credits of the major.

These two courses, HSP 304 and HSP 495, act as bookends to the curriculum and provide a means for students to integrate lifelong learning, coursework, and experience in the context of national standards. In the HSP 304 course, students are introduced to portfolio learning, the curriculum, writing conventions of the field, and the National Standards for Human Services Baccalaureate Degree (2009) of the Council for Standards in Human Service Education (CSHSE). Copies of the CSHSE National Standards are available on their website at <http://www.cshse.org>. You should download and print the Standards for reference throughout the Human Services program. You should also purchase or print this document, *Student Guide to Capstone Portfolio Process*.

As students progress through the major, they gather materials that provide evidence of their mastery of each Standard and revisit the questions for critical inquiry drafted in HSP 304. In the HSP 495 course, students complete their portfolios and present them to the instructor for assessment. Both courses are requirements of the major and must be passed with a grade of C- or higher to graduate with a major in human services.

This *Student Guide to Capstone Portfolio Process* was prepared to assist students of the Human Services Program through the portfolio process. The capstone portfolio is a benchmark assessment of the curriculum. A benchmark assessment is one that is measured by a set of standards, in this case, the curricular section in Standards 11-21 of the National Standards for Baccalaureate Degree in Human Services Education (CSHSE, 2005). The portfolio provides evidence of competency in each

standard and substantiates personal and academic learning as well as professional development and achievement.

The portfolio is the property of the student and is largely student-driven. In collaboration with peers and instructors, students in HSP 304 examine national standards that underpin academic inquiry and provide a basis for further study. Based on a list of the types of documentation that must be included in the portfolio (see Appendix E), each student selects the specific information to be included and may incorporate documentation beyond the program requirements. Students are encouraged to be creative in the collection and presentation of information.

In the Capstone (HSP 495) course taken during the last quarter in the program, students are required to complete a culminating assignment that demonstrates academic and professional depth. This assignment is unique to the student and may be done in written, Internet, video or combined formats.

This guide includes background information that is intended to assist students in thinking about the benefits of completing a capstone portfolio and the depth and breadth of evidence to be included in the capstone portfolio. As students read the guide, they are encouraged to make notes they can use to organize materials as they progress through the Human Services major. Collecting information at the end of each quarter will make it a much easier task to assemble the final capstone portfolio.

## Introduction

Before you begin working on your portfolio, it is important to understand what a portfolio is and how it can benefit you, not just as a student, but also as a developing professional and life-long learner (Huba & Freed, 2000). It is also important to understand the portfolio both in the context of the curriculum and your professional development. While the capstone portfolio is a benchmark assessment of the Human Services Program, it is much more than that in the context of your career.

The portfolio does not begin with your entry to the Human Services major. When you entered this program, you already possessed a spectrum of skills, knowledge, and abilities. As a student, you will accumulate more skills, knowledge, and theory, and you will continue learning as a professional after you leave the program. Development of a portfolio offers an opportunity for you to integrate what you already know with what you learn while you are in the program. At the same time, the portfolio provides a framework for your reflection, self-assessment, and future professional development. In essence, the portfolio provides the opportunity for you to tell the story of your learning and reflect on the story the portfolio tells, thereby deepening your learning (Barrett & Carney, 2005).

Additionally, organizing your work into a portfolio allows you to shift your self-perception from one of a student who must perform in accordance with instructor-stated criteria to one of a learner who is attaining specific self-determined goals (Klenowski, 2002) and meeting national standards for the chosen profession. The portfolio process includes the identification of your strengths, needs, and goals. It provides a place for collection, reflection, and feedback, and, most importantly, evidence of your progress and competence. As a professional, you are expected to be self-directed, inquisitive, and aware of trends and research in your field. The portfolio anchors you in processes that can assure professional growth throughout your career (Doel, Sawdon, & Morrison, 2002).

The use of portfolios in assessment can serve to equalize the disadvantages of test-taking for some students (Doel, Sawdon, & Morrison, 2002; Stefanakis, 2002) and to allow the learner to demonstrate multiple intelligences including linguistic, logical-mathematical, bodily-kinesthetic, visual-spatial, musical, naturalistic, interpersonal, and

intrapersonal (Gardner, 1993; Hebert, 1992; Stefanakis). Because the portfolio is largely student-directed, the learner is free to demonstrate creativity and artistic design that are not generally allowed by certain types of testing. The process of choosing evidence for inclusion in the portfolio requires students to reflect in order to integrate classroom learning and experience with National Standards. The portfolio provides the instructor greater insight to the student's understanding and application of concepts to professional practice (Schulz, 2005; Stefanakis) as the basis for assessment. The use of metacognitive skills (Klenowski, 2002) and the context of classrooms, group projects, practicum, and internships create a learning environment rich in opportunities for dialogue and further enhancing the reflective educational process inherent in portfolio development (Shulz, 2005).

### **Portfolio Definition**

There are many definitions of portfolios covering everything from portable collections of pictures to the case used to carry them. Students in the Human Services program need only be concerned with three types of portfolios: capstone, showcase, and course portfolios.

A capstone (also called summative) portfolio is not the type of document you would share with your future employer (Barrett & Carney, 2005). It includes some of your work that was not your best in order to demonstrate progress. It also includes reflection on your professional self, including your values, ethics, and experiences as they are refined through experience and study. The capstone portfolio includes evidence from the broad spectrum of your experiences making the portfolio either overwhelming or inappropriate if you were to present it in its entirety during an application process for employment, further education, or special experiences such as the Peace Corps.

A showcase portfolio is used when you want to demonstrate your best work and thinking as a student and professional. For example, if you were applying for a promotion, a new job, graduate school, or a unique opportunity such as the AmeriCorps, you would draw evidence from your capstone portfolio to form a showcase portfolio that would highlight the knowledge, theory, skills, and experiences most pertinent to the

opportunity you are trying to secure. A showcase portfolio is designed to emphasize and spotlight your best thinking, writing, and experience. Rather than demonstrating the progression of learning, you would only include (showcase) evidence of your mastery of the specific areas needed to qualify for and acquire the opportunity.

The third type of portfolio, a course portfolio is related to a specific course and may be developed by students as an assignment or by instructors as part of their own scholarship of teaching and learning. You could be asked to develop a course portfolio if you were completing a project, for example, in the HSP 430 Readings and Projects course or doing an independent study. A course portfolio could include formal writing assignments, research notes, reflective writing, photographs, drawings, poetry, as well as evidence specific to the project.

This guide is mainly focused on the capstone portfolio since all students must satisfactorily complete a portfolio in order to graduate with a major in Human Services. For our purposes, the capstone portfolio will be defined as: ***An intentional repository of evidence reflecting the scholarly and professional progress, goals, and reflections of the learner; integrating knowledge, theory, and skills from multiple sources using the CSHSE National Standards for Baccalaureate Degree in Human Services as a framework; and providing a benchmark exit assessment for the Human Services major.***

### **Context of the Curriculum**

You may be asking yourself just what you are to include in your portfolio. There will be a more complete list later in this guide (see Appendix E), but you will not be limited to the list. While some things are required in order to fairly assess student learning, there is also opportunity for you to be creative in what and how you include information about your professional self. In addition to providing evidence of learning related to National Standards, your portfolio you will also include a culminating assignment in the form of a paper, website, video, or combined format. The culminating assignment will demonstrate who you are as a professional (i.e. areas of expertise, special interests and contributions to the profession). The capstone portfolio provides information and evidence related to academic and professional breadth and depth.

You will be asked to collect writing samples, evidence documenting field experiences, and various assessments from the University and outside sources. As you progress through the program, you will receive assistance with your portfolio development in three ways:

- In most required HSP courses you take, at least one assignment will be marked on the syllabus as potentially appropriate for inclusion in your portfolio; however, the final decision as to whether or not to include it is yours.
- Every syllabus for a required course will include a matrix that ties the learning outcomes for the course to the CSHSE National Standards and related Specifications.
- Your advisor and instructors can answer questions related to evidence and the portfolio.

The faculty of the Human Services Program have been intentional in designing the curriculum to avoid creating the perception that knowledge occurs in discrete courses. This design facilitates both a breadth and depth of knowledge through the spiraling effect of the core courses (HSP 301, 303, 305, 402, 404, 406) that include basic concepts that are further developed in other courses. Revisiting concepts reinforces them and allows the student to accomplish deeper learning (Klenowski, 2002) and apply problem-solving principles in multiple settings. The CSHSE National Standards for Baccalaureate Degree in Human Services have been mapped to the curriculum and are clearly indicated on the syllabus for each course.

You will find your progression through the curriculum more meaningful to you as a learner if you can visualize how the various aspects of the curriculum are integrated as a whole. Just as a traveler uses a map to understand a specific terrain, the learner can use a conceptual drawing of the curriculum (see Figure 1) as a map to understand the relationships between courses.

The courses in the Human Services major can be divided into five groups, each of which provides a different type of learning. Notice that the two portfolio courses are similar to bookends, occurring at the beginning and ending of the curriculum. The core courses provide the conceptual framework for the entire curriculum and are shown as the backdrop, underpinning the rest of the curriculum. Core is rooted in the dynamic

**HSP 304  
Introduction to Portfolio Learning**

**CORE: Conceptual Framework for Curriculum**

Core provides the interdisciplinary and theoretical foundation for the curriculum and provides students the opportunity to develop academically and professionally by understanding individual through global systems and their effects on/by services. Students participate in learning community cohorts through a 6-quarter sequence. (HSP 301, 303, 305, 402, 404, 406)

**Skills**

- Interviewing for Human Services (HSP 325)
- Case Management and Interventions (HSP 345)
- Applied Research Methods (HSP 385)
- Program Planning & Evaluation (HSP 485)

**Field Experience**

- Practicum and Seminar I (HSP 340)
- Practicum and Seminar II (HSP 341)
- Internship and Seminar – Two quarters, 8 credits required (HSP 440)

**Knowledge**

- Introduction to Human Services (HSP 302)
- Human Development and Human Services (HSP 315)
- Human Services and Management (HSP 435)
- Diversity & Social Justice Dynamics (HSP 455)

**Capstone Portfolio**

Student provides evidence of integrated learning in a summative portfolio developed across the curriculum, used as a benchmark assessment. Introduced in Portfolio Learning in Human Services (HSP 304) and finalized in Capstone (HSP 495)

Figure 1. Conceptual drawing of human services curriculum.

nature of systems (Human Services Professionals and: Personal, Interpersonal, Small Group, Organizational, Community, and Global Systems). Core is theoretical and

philosophical in nature, developing the critical thinking skills of students. The knowledge courses are content-oriented providing history, theories, and factual information relevant to the field. The interviewing, case management, program planning and evaluation, and applied research courses provide the skill sets foundational to the profession along with knowledge and theory for the appropriate use of those skills. Practicum and internship courses provide the opportunity for students to obtain professional experience in organizations, allowing integration of knowledge, theory, and skill practice.

The portfolio completed in HSP 495 is a self-study of you as a scholar and professional. The portfolio uses the CSHSE National Standards as an outside benchmark of the knowledge, theory, and skills that can be expected of human services graduates with bachelor degrees. The Standards were developed through research and confirmed by further studies. Across the nation, the CSHSE National Standards define quality human services education. When you integrate your own knowledge and experience with the Standards, you are demonstrating that you have met national benchmarks for human services graduates.

The curriculum of the Human Services Program has been designed to meet the Standards. In that process, materials have been developed to make clear links between each course and the Standards. As stated above, the syllabus for each required course includes a matrix that ties the course learning outcomes, learning activities, and assessments to the CSHSE National Standards. See the diagram in *Figure 2* to assist you in understanding the matrix on each syllabus.

At the beginning of each course, spending some time thinking about the information on the matrix will increase your learning in the course and make it easier for you to accumulate evidence for your portfolio. Thinking about thinking, or metacognitive skills (Metcalfe & Shimamura, 1994), will increase your learning because you will be intentional in discovering what you are trying to learn before you begin studying. Revisit your notes from HSP 304 regarding each Standard for the course and consider the questions you identified. Are there questions you might now add? The intentional review of your portfolio data at regular quarterly intervals drives critical inquiry and defines the portfolio process.

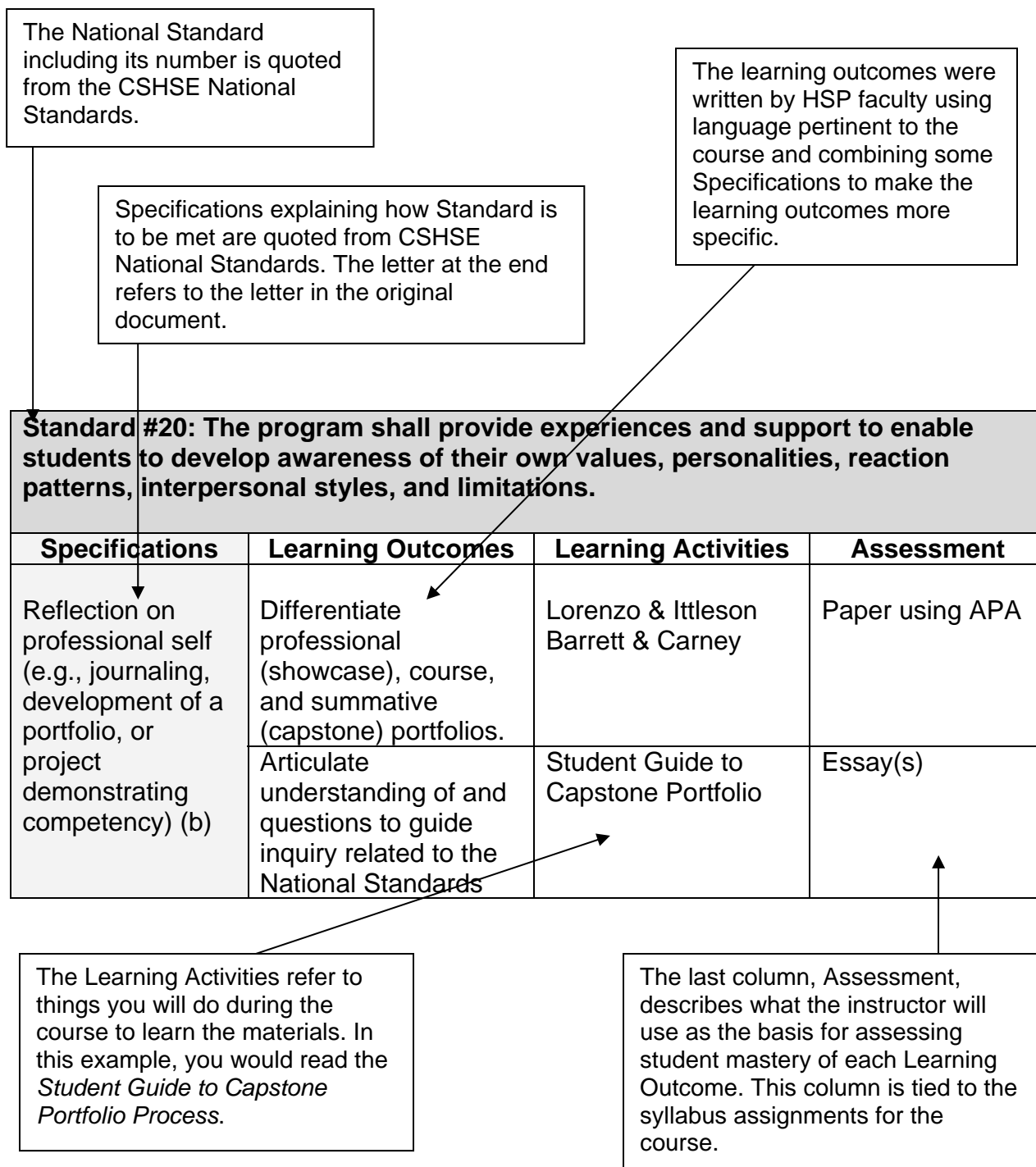


Figure 2. Explanation of matrix matching CSHSE National Standards to course learning outcomes.

Now that you have been introduced to the broad concepts of portfolio learning, it is important for you to consider some other foundational concepts of learning before beginning the portfolio process. Taking some time to reflect on these concepts in relationship to your past learning and your professional goals will help to assure that you maximize your educational experience. If you are not clear on your goals, the portfolio process will assist you in defining, refining, and clarifying them.

## **Foundational Concepts**

### **Learning**

Before you begin documentation of your learning, you should consider what learning is and how adults learn. In the past, you may have memorized information and given the right answers on tests in order to pass your courses. You have chosen a field, however, where there is seldom only one right solution for the problems encountered by individuals, families, groups, organizations, communities, or any societal system. As a professional working for social justice and conditions that sustain a healthy quality of life, you will need to develop your critical thinking and problem-solving skills (Brookfield, 1991b; Merriam & Cafarella, 2006).

Children have limited experience and knowledge, so they sometimes learn best through memorization. Adults, however, have skills, knowledge, and experiences to which they can relate new information (Brookfield, 1991a). Adults have both formal and informal educational experiences. For example, to enter this program, you completed a minimum of a high school education as well as general university requirements or a direct transfer associate degree. That amounts to approximately 14 years of formal education. In addition, you have learned through informal education from parents, siblings, friends, and mentors as well as through reading and other activities. You have experience from a variety of roles: family member, medical patient, club member, volunteer, sports participant, friend, and many others. You also have vicarious experience through novels, movies, music, sports, video games, and dialogue with others. You may also have previous professional or work experience, college courses, workshops, and personal study.

As an adult learner, you bring a combination of knowledge, skills, and experiences unique to you. Learning new skills, knowledge, and theory requires reflection and modification of old information by integrating new information (Brookfield, 1991a; Kolb, 1984). In fact, adults use a circular process when learning (see Figure 3). Adults are constantly taking in new information and using it to modify their existing knowledge and skills through a reflective process. Reflection is critical to the learning process.

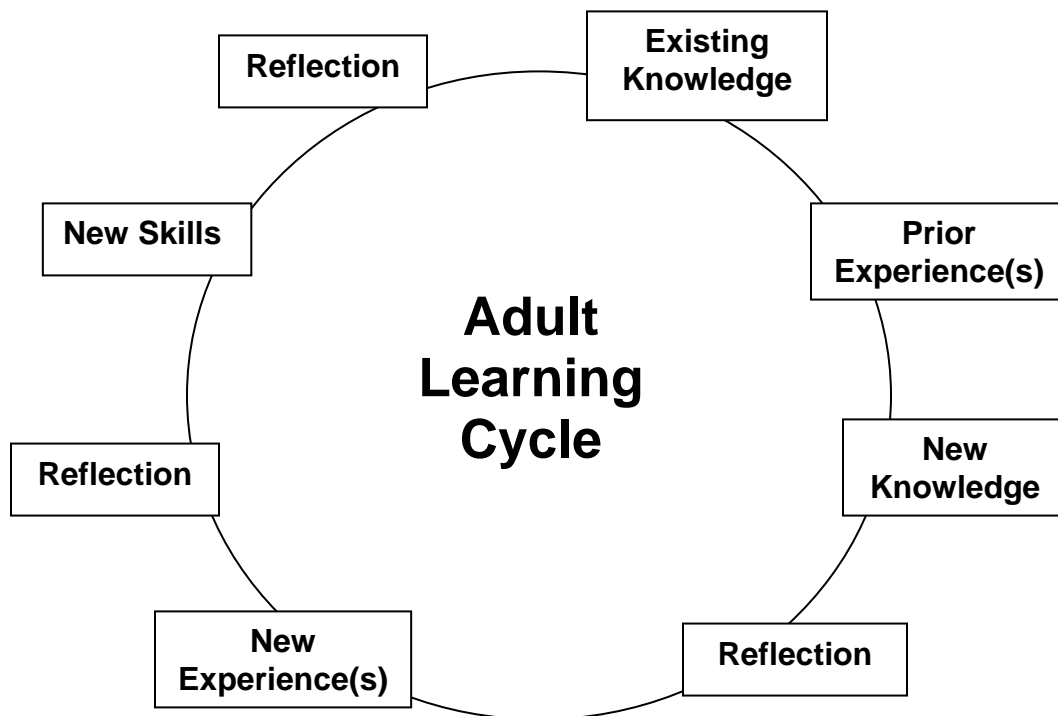


Figure 3. Adult learning cycle. Adapted from Kolb, 1984.

Like most models, this model appears much tidier than our thinking patterns actually are. The point is that as an adult learner, you will be integrating new knowledge, theory, and skills with the knowledge and experience you already possess. We are constantly learning new information, trying new things, and integrating new learning with what we already know. According to MacGregor (1993), two things enhance learning: (a) integrating reflective writing throughout the curriculum and (b) shifting primary

responsibility for learning from the instructor to the students, moving students toward self-directed learning individually and collectively. The capstone portfolio allows both of these things to happen.

The integration of knowledge, theory, and skills requires reflection, and the portfolio process provides a place in the curriculum for you to intentionally reflect upon your development as a professional within the context of National Standards for Human Service Education. The act of choosing between writing samples and other evidence involves reflection. Even organizing your portfolio to determine the best way to present your learning requires that you reflect on what you know, what you have done, and how it provides evidence of your competence as a learner and professional. To introduce and conclude your portfolio, you must discriminate between numerous and diverse details to formulate concise statements that emphasize your academic and professional attributes, strengths, and goals. When you graduate, your capstone portfolio will fairly represent the theory, knowledge, and skills you possess because you are the one who compiled it.

### **Writing and Voice**

A portfolio is done in paper or electronic format. You will be required to include examples of writing using different voices in your portfolio. While you may also include video or audio media, viewers will depend on your writing (narrative) to tell them how to locate and interpret what you have included.

Just as our experience is comprised of the various roles we play, our writing, too, can reflect different roles and voices. We shift our voice based on the audience with whom we are attempting to communicate and their expectations (Lamothe, 2005). Simple examples of shifting our voice would be the different ways we might respond to our siblings and close friends in comparison to casual acquaintances, our instructors in comparison to other students, or our professional colleagues in comparison to clients. We all have access to different voices--different ways of presenting ourselves--depending upon the role we are playing or the position we are taking. We speak or write taking cues from the intended audience based on what we are trying to accomplish.

As a student, you will be asked to write for peers, instructors, supervisors, clients, and yourself. Some examples of voices used in writing are:

➤ **Academic Voice**

Formal writing such as reports or research is done using an academic or scholarly voice that follows the specific writing conventions of a discipline. Assertions in formal writing must be supported by logic or reference to the writing and research of others in accordance with those writing conventions. In Human Services, the writing conventions are those of the American Psychological Association (APA). The audience for academic work includes instructors, peers, and colleagues.

➤ **Advocacy Voice**

Sometimes called a persuasive voice, the advocacy voice is used when wanting to effect or influence policy or opinion. The writer wants to convince someone (voters, policy makers, administrators) to take action for the benefit of some individual or group. For example, an advocacy voice would be used in letters to a newspaper or the legislature.

➤ **Creative Voice**

A creative voice is used for original work that expresses your unique and artistic interpretation and application of knowledge. For example, essays, stories, or photographic presentations are based on a creative voice. The creative voice is often used to evoke emotion in the audience (Lamothe, 2005). While a portfolio includes samples of many voices, the underlying theme should represent the creative voice of the author.

➤ **Professional Voice**

A professional voice is used when writing case notes, case histories, correspondence, conference materials, staff interactions, legal documents, and

court reports. It is closely tied to professional standards and ethics of the field and is used for interaction with clients, colleagues, and coworkers.

➤ **Reflective Voice**

A reflective voice is used when looking back with the intention of relating theory to practice and integrating new knowledge with existing knowledge. Reflective writing provides the opportunity to improve future practice by analyzing past actions, emotions, and values to gain new insights and self-awareness. In the words of MacGregor (1993), “We are figuratively sitting down beside ourselves and gaining perspective on who we have been, who we are, and who we are becoming—as learners and knowers, as apprentices in a discipline, and as citizens in the world” (p. 45). The main audience for a reflective voice is the self, making the reflective voice an ideal place for creativity, risk-taking, and exploration of alternative ways of being and thinking.

In your portfolio, you will be asked to provide examples of writing using each of these voices. You may include more than one example, and you may want to demonstrate how your skills have progressed. Consider incorporating instructor feedback to revise some of the papers you include demonstrating your ability to use feedback for improvement.

### **Using the National Standards to Organize your Portfolio**

The Council for Standards in Human Service Education (CSHSE) is the accrediting body for human services degree programs. The Human Services Program is a member of the Council, and the curriculum meets the CSHSE National Standards for Baccalaureate Degree in Human Services. The purpose of the national educational standards is to assure that graduates of human services programs have essential knowledge, theory, and skills of the profession.

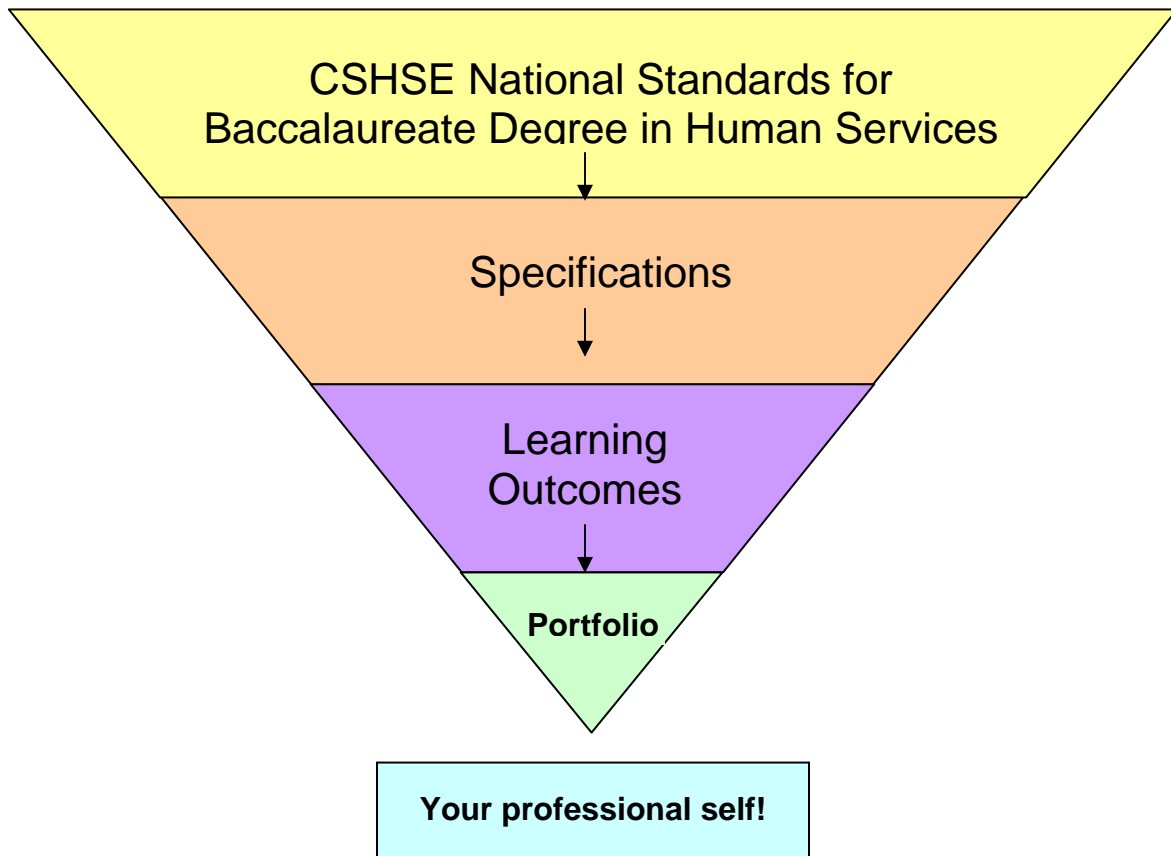
There are 21 standards. Standards 1-10 are related to the quality of the program (e.g., faculty credentials, retention of students, adequate resources, and policies and

procedures) and do not affect your portfolio. Standards 11-21 are related to curriculum. Standards 11-20 cover knowledge, theory, and skills, and standard 21 covers field experience (practicum and internship). The National Standards for Baccalaureate Degree in Human Services are available on the website of the Council for Standards in Human Service Education (<http://www.cshse.org>). You should print a copy of the Standards for your use throughout the program.

The Standards themselves are very broad statements, but each standard is further defined by a list of Specifications. The curriculum of the Human Services Program has been carefully mapped to make certain all Standards and Specifications are addressed within the required courses of the curriculum. You might think of the Standards as a skeleton or framework, and the coursework as the muscles that allow the skeleton to have movement and life. Without both the skeleton and the muscles, you would be unable to stand. On each course syllabus, you will see excerpts from the Standards and related Specifications that are the basis for the learning outcomes for the course. You could think of it as a funneling effect (see Figure 4), flowing from the broadest to the more narrow interpretation.

In your portfolio, you will want to consider the Standards in multiple ways that have the same funneling effect on your own knowledge and skills. The breadth of the Standards defines the field of human services in a general sense. The Specifications are more finite and pinpoint the knowledge, theory, and skills that would be expected of any undergraduate in human services. The learning outcomes are derived from the Specifications and are specific to the course, curriculum, program, and institution. They drive the choice of textbooks and other course materials; and are the basis of assignments and assessments (Huba & Freed, 2000). When students complete assignments for a course, they are demonstrating their level of mastery of the learning outcomes and thereby the Standards and Specifications.

This demonstration of the mastery of learning again brings us to the role of reflection in adult learning. The funnel effect ends with you and your personal and professional application of the Standards, Specifications, and Learning Outcomes. In some way, every reading and assignment is related to the National Standards and your professional development. Both your learning and your portfolio will be stronger if you



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*Figure 4.* Funnel effect of the CSHSE National Standards in relationship to the portfolio and professional self.

are intentional in considering these relationships throughout your study in the program.

**Do not wait to be enrolled in the HSP 495 Capstone course to work on your portfolio.** Schedule time to collect evidence each quarter and organize it in relationship to CSHSE Standards 11-21, summarize your learning to date, and add new questions for critical inquiry.

The portfolio process of the Human Services Program is closely connected to the National Standards of the CSHSE. While the faculty has made certain that you have the opportunity to meet each Standard, it is up to you to document how you have individually met the Standard through the information included in your portfolio. The goal is to view your education as an integrated experience using the National Standards as a

framework to pull together your learning and experiences into a meaningful whole. There are details and suggestions on how to accomplish this in later sections of this *Student Guide*. The instructor of your HSP 304 course will also assist you in setting parameters for this task.

### **Assessment Plan and Other Standards**

One of the benefits of portfolios is the opportunity for assessment by multiple parties. The capstone portfolio is a benchmark assessment for the Program and is tied to a larger Assessment Plan (see Appendix C). The instructor of HSP 495, Capstone Portfolio, will use your portfolio to assess your professional development as a student in the program and determine your grade for the course. The portfolio also provides the opportunity for you to assess yourself, not only as a student, but also as a life-long learner and professional (Huba & Freed, 2000). As you continue your portfolio after graduation, it provides a point for continual reflection, self-assessment, and self-guided scholarly and professional development. When you draw information from your capstone portfolio to develop a showcase portfolio, it becomes a means for assessment by employers or others with whom you are seeking specific opportunities.

The Assessment Plan for the Human Services Program is comprehensive. It begins before you enter the program by requiring a minimum grade point average, essay, finger printing, criminal history check, and computer competency. As you move through the program, your learning is assessed by the instructor of each course and reflected in your course grades. Some learning is sequenced, so you have to pass certain courses or benchmarks before you can take other courses.

An example of sequenced courses is core, HSP 301, 303, 305, 402, 404, 406. Each core course builds on the prior courses. Another example is the relationship between skill-based courses and fieldwork. You must successfully complete Practicum I and II (HSP 340, 341) before enrolling in *Internship and Seminar (HSP 440)*. It is also recommended that you take HSP 325, *Interviewing for Human Services* and HSP 345, *Case Management and Interventions* prior to enrolling in *Internship and Seminar (HSP 440)*. Both those courses provide opportunities to learn knowledge and theory that underpin skills and practice those skills in a classroom setting. This fulfills the Program's

responsibility to assure that you have been adequately prepared with a baseline set of skills prior to placement in the field. As you can see, sequence is important to assessment.

Another important aspect of the Human Services curriculum and assessment is the incorporation of learning related to other University requirements in three additional areas: critical thinking, technology skills, and writing proficiency. There are national standards for each of these areas and each has been incorporated across the curriculum.

➤ **Critical Thinking**

Human services professionals work to effect change with individuals, groups, communities, and society. Basically, they define, analyze, and solve problems of humans. Critical thinking involves the analysis, interpretation, and defense of ideas based individually and collectively on the identification of underlying assumptions and alternative options (Brookfield, 1991b). Critical thinkers ask questions. In fact, they often have more questions than answers. In the words of Paul and Elder (2003),

Critical thinking is, in short, self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem solving abilities and a commitment to overcome our native egocentrism and sociocentrism. (p. 1)

Evidence of critical thinking is based on seven intellectual standards related to clarity, accuracy, precision, relevance, depth, breadth, and logic (Paul & Elder).

[Note: Further definition of these concepts is available from Critical Thinking Foundation (2007), <http://www.criticalthinking.org/resources/articles/universal-intellectual-standards.shtml>]. As an upper division university student, your success on assignments hinges on your abilities to relate and integrate information from multiple sources and to ask questions that expand both the depth and breadth of your understanding. As a human services professional, your ability to think critically, ask questions, and solve problems has a direct

effect on the success of your clients, organizations, communities, and society. It is important to differentiate critical thinking from criticizing as the word is commonly used (finding fault). Critical thinking is more balanced, looking for **both** strengths **and** limitations. Critical thinking provides new opportunities for action.

➤ **Technology Standards**

The technology skills required of students are based on the Standards for Students published by the International Society for Technology in Education (2000-2005). These standards are particularly important in the context of human services because they address social, ethical, and human issues related to the use of technology. An entrance requirement of the Human Services Program is competency related to word processing, databases, and spreadsheets. As a student in the Program, you will be expected to expand your skills to use technology for presentations, data analysis, and information management. As a learner and professional, it is important in the context of critical thinking, information literacy, and the delivery of services to have an understanding of technology not only in relationship to professionalism, but also in the context of quality of life for individuals, organizations, communities, and society.

➤ **Writing Proficiency**

Western Washington University is committed to the development of writing proficiency for every student beginning with the General University Requirements (GUR) and continuing through upper division study. The Human Services curriculum includes one required writing proficiency course, HSP 385 *Applied Research Methods*. The criteria for a writing proficiency course as outlined by the University are: students write multiple drafts of assigned papers; instructors provide suggestions for revision of drafts; instructors base 75-100 percent of the course grades on revised versions of assigned writings; and upper-division courses emphasize research and writing, style and conventions of the discipline, and techniques for integrating evidence in scholarly papers. Even though they

are not designated as writing proficiency courses, many of the HSP courses require extensive and intensive writing.

The Assessment Plan is intricate, comprehensive, and tied to several sets of standards, the most important being the CSHSE *National Standards for Baccalaureate Degree in Human Services* that define the study of human services. All of these areas of learning and assessment have been integrated throughout the curriculum. In addition to the CSHSE National Standards, knowledge and skills in the three areas of critical thinking, technology skills, and writing proficiency are well regarded by employers and graduate programs. Expertise in these areas adds to your professional skills, and you will want to consider how to represent them in your portfolio. They have been included on the quarterly portfolio checklist (see Appendix G).

### **Curriculum and Context: Mission**

In addition to understanding the curriculum and various aspects of assessment, it is also important to understand the context in which you are studying. As a part of your portfolio, you will want to document the strengths of Western Washington University, Woodring College of Education, and the Department of Human Services and Rehabilitation. In other words, why were you drawn to this university? Why should an employer or graduate school give consideration to your degree from Western? What sets Woodring apart from other colleges of education? What is unique to the Department of Human Services and Rehabilitation? One example might be found in a comparison of values.

The mission of the University is derived from the *Western Experience* and includes passion for life-long learning, scholarly discourse, social responsibility, and environmental stewardship (See Appendix A). The vision statement of the College is that “Woodring College of Education fosters community relationships and a culture of learning that advances knowledge, embraces diversity, and promotes social justice” (See Appendix B). In addition, the Human Services Program has a Philosophy

Statement that reflects the values of the faculty and the theoretical perspective around which the curriculum has been designed.

### **Human Services Program Philosophy Statement**

Human services professionals effect change at all levels of society to enhance the well-being of self, individual, group, community, and global systems. Social justice, self-determination, and service to others through strengths-based models of ethical professional practice define our program philosophy. The dynamic, resilient, and interdependent nature of systems provides a conceptual framework for the curriculum. Intellectual inquiry immerses learners in multiple perspectives, theories, and disciplines, anchoring us in the diverse lived experiences of self and others. With a deep commitment to making a difference, students discover ways to facilitate processes for systems analysis, problem solving, advocacy, and social change.

The mission and vision of Western Washington University and Woodring College of Education, the human services values in the CSHSE National Standards for Baccalaureate in Human Services, and the Philosophy Statement of the Human Services Program are closely aligned. In considering your own personal and professional values as you wish to present them in the portfolio, spend some time reflecting on how your values align with those of the field and institution.

### **Portfolio Process**

The process of formulating your capstone portfolio begins in the HSP 304 course, *Portfolio Learning in Human Services*. Through seminar discussion, you will examine Standards 11-21 of the National Standards of the Council for Human Service Education (<http://www.cshse.org>). The first 10 Standards are related to program functions rather than curriculum. For the purposes of the portfolio, you need only be concerned with Standards 11 through 21, those that address the curriculum. You are responsible for independently continuing work on your portfolio between the time you are enrolled in HSP 304 and when you complete your capstone portfolio by enrolling in HSP 495. See Figure 5 for a diagram of input to the portfolio.

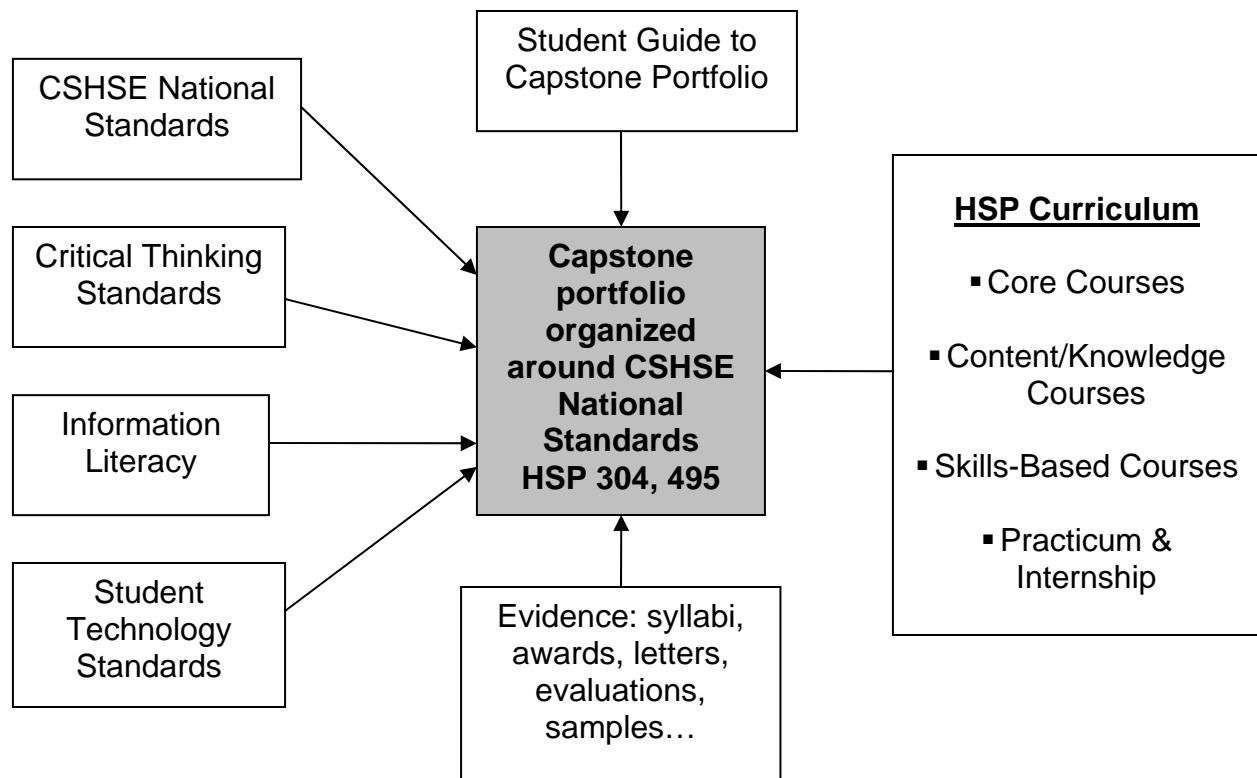


Figure 5: Sources of input to capstone portfolio.

### **HSP 304 – Portfolio Learning in Human Services**

In the HSP 304 course, you will begin the portfolio process. While activities may vary, students in HSP 304 will:

- Consider Standards 11-21 through seminar discussion.
- Frame questions for further scholarly inquiry related to the Standards.
- Work through a tutorial that introduces the writing conventions of the American Psychological Association (APA).
- Write a paper using APA conventions.
- Conceptualize the portfolio including what to include, how to organize, and how to present the materials.
- Review the criteria that will be used for assessment of the portfolio (Appendix F).
- Consider possible media for presenting our portfolio: electronic, paper, or a

combination.

- Begin to organize information around the CSHSE National Standards (See the Standards for Baccalaureate Degree in Human Services on the website at <http://www.cshse.org>).
- Develop strategies for gathering and organizing evidence of meeting the CSHSE National Standards.
- Prepare to continue working independently taking notes and gathering evidence for completion of the capstone portfolio in HSP 495.

Organize your work electronically using folders or consider making a notebook with an index sheet for each standard, 11-21. Copy the relevant Standard and Specifications on the first page after each index page for easy reference. You will also want a section to record your notes related to: (a) papers that utilize different voices, (b) critical thinking, (c) information literacy, (d) technology, and (e) where to locate the evidence supporting your notes. Use of a notebook will make it easy to organize your notes throughout the rest of the program. Depending on how you like to work, you could use a set of file folders instead.

You will want to devise a way to catalog your evidence so you can use the same document as evidence related to more than one standard. For example, you might write a research report that provides evidence of academic voice, mastery of the specifications for two different standards, and information literacy. If you catalog the report as, for example, “*Appendix Z*,” you can refer the reader to the appendix each time you mention it.

### **Independent Work on Portfolio**

You will not formally revisit the portfolio again until you are in the HSP 495 *Capstone Portfolio* course; however, you are responsible for continuing work on it throughout your course of study in the major. At the end of each quarter you should:

- Reflect on your learning from the quarter immediately ended in the context of the Standards (see the quarterly check sheet in Appendix G).
- Make or revise notes for each Standard and Specifications to remind you of what

you have learned and how to locate evidence to support that learning.

- o Review each syllabus and your related course work for the quarter. The syllabus for every required course will indicate at least one assignment to consider for inclusion in your portfolio.
- o You are not limited to these suggested assignments. The portfolio belongs to the student. You can include more or less, but you must include sample documents of the work described in the list below
- o The more complete your notes are, the easier it will be to complete the required capstone portfolio in HSP 495. Each syllabus indicates the Standards and Specifications that are emphasized in the course. In your notes for each Standard, Include the appropriate course number and title, textbook titles and authors, and other relevant details.
- o Make notes regarding any particular assignments, texts, videos, speakers, or other sources that particularly influenced your learning related to each Standard.
- o Note learning outside of course work; for example, speakers, videos, books, movies, volunteering, and extracurricular activities such as clubs and conferences.
- o The more you invest in your own learning and professional development as you progress in the program, the better your portfolio will be. This is a document that you can add to throughout your career.

### **HSP 495 – *Capstone Portfolio***

The HSP 495 *Capstone Portfolio* course is typically taken in the last 5 credits in the program. As the name suggests, the portfolio is the culminating assignment of your work in the Human Services Program. During this course, you will engage in seminar discussions with your peers regarding the Standards and Specifications. The notes you have taken at the end of each quarter will have prepared you for a meaningful dialogue for the transition from student to professional. You will also complete a unique assignment (paper, website, or video) to demonstrate academic and professional depth and specific areas of interest and expertise.

If you have maintained notes and other documents at the end of each quarter as

suggested, the portfolio tasks will be fairly simple. If not, you will be faced with reconstructing information that may be difficult to access. Successful (grade of 70%) completion of the capstone portfolio is a requirement for graduation.

Your portfolio will consist of your culminating assignment, seven essays, and evidence that demonstrates your mastery of the standards. The seven essays cover: (a) Systems, (b) Indirect Services, (c) Direct Services, (d) Ethics and Values, (e) Technology, (f) Writing Proficiency, and (g) Critical Thinking. Each of these knowledge areas is considered a *domain*. See Appendix D for a table describing each knowledge area domain, the standards related to the domain, and the courses in which the domain is addressed.

A good essay is like a good vacation. The reader (your instructor) is invited to travel with the writer (you) to a specific destination. The writer plans the route to be taken and the attractions to be visited along the way. Good writers do not make assumptions about what their readers think and know. They lead readers to the conclusions they want them to read by writing with clarity, logic, and supporting evidence. The purpose of the essays is to persuade the reader that you have mastered the standards and are competent to enter the human services field as a professional.

In each section you will describe what you have learned and how to locate the evidence you have provided to support your statements. The evidence should be located in appendixes. The essay should provide precise instructions for the reader to locate the evidence you want examined. For example, make an appendix of each assignment and instruct the reader to view a particular appendix (i.e. see Appendix Z). Some evidence may be used to support more than one Standard. By including the evidence in Appendixes, you need only include them once, but you can refer to them as many times as needed.

### **What to Include in the Portfolio**

The following list is the minimum that you will be expected to have in your portfolio.

- Four essays related to the CSHSE National Standards for Baccalaureate Degree in Human Services (see Appendix D). These essays demonstrate the breadth of

your understanding.

- Systems
- Indirect Services
- Direct Services
- Ethics and Values
- Three essays related to institutional and program outcomes.
  - Technology
  - Writing Proficiency
  - Critical Thinking
- Evidence. Evidence should be presented in appendixes that are clearly labeled to match the in-text references.
  - **Assignments.** Consider revising any assignment before including it in your portfolio. For example, include one with instructor feedback and include a revised copy to demonstrate your progress. You may want to include the same paper before and after to demonstrate learning, responsiveness, and polishing. In some cases, you will want to print a clean copy without the instructor's feedback. You will not be graded a second time on the work from any course.
  - **Field experience.** Include information from your practicum and internships, volunteering, employment history, and other groups that contribute to your professional understanding. Include materials listed in *Human Services Practicum Manual* for HSP 340 *Practicum I*, HSP 341 *Practicum II*, and HSP 440 *Internship*. Examples of evidence you may choose to include are learning contracts, evidence of meeting practicum/internship learning objectives, evidence of attending professional development activities, professional writing samples, completed projects such as grants or program evaluations, and field supervision evaluations.
  - Evidence of special training such as First Aid, CPR, or volunteer training.
  - Miscellaneous awards and certificates, letters thanking you for your professional contribution (optional).

- Membership and involvement in professional organizations such as:
  - o **National Organization for Human Services (NOHS)** is an organization for professionals, educators, and students. They host an annual national conference in the Fall. The dues for student membership are greatly reduced. This group in collaboration with the Council for Standards in Human Service Education researched and maintains the Ethical Standards for Human Service Professionals. For more information, visit their website at: <http://www.nationalhumanservices.org/>
  - o **The Northwest Human Services Association (NWHSA)** is a regional professional organization related to NOHS. The region includes Alaska, Colorado, Guam, Idaho, Montana, Oregon, Utah, Washington, and Wyoming. The NWHSA hosts an annual regional conference each spring providing an opportunity for members present professional content. Student members are encouraged to present with or under the guidance of faculty or professionals. Further information is available from <http://www.nationalhumanservices.org/regions/nwhsa.html>
  - o **Human Services Student Club: Students for Social Change**, sponsored by the Associated Students at Western Washington University, and is open to all students. One of the main activities of the club is to participation at the annual regional conference hosted by NWHSA. The club members use a Blackboard site for cross-site dialogue.
  - o **Other?** Many students are involved in service organizations of various types on and off campus. Other opportunities exist such as city or county human services councils. You are encouraged to join and participate in these worthwhile organizations.

## Assessment of Portfolio

The instructors for the HSP 304 *Portfolio Learning* and HSP 495 *Capstone Portfolio* courses have specific criteria for assessment of your portfolio that is used Program wide (see Appendix F). Program wide use of standardized criteria assures that the portfolios of students will be evaluated consistently and provides students specific information on how their work will be assessed.

You are encouraged to review the criteria in detail and ask questions for clarity. Keep a copy of the criteria with the essays, notes, and evidence you are collecting so you can refer to it often.

The finalized portfolio will be submitted to the instructor of your HSP 495, *Capstone Portfolio*, course who will assess and grade it. The benefits of the portfolio process go beyond this degree and your grade point average. View your portfolio as an investment in yourself as a learner and as a professional, connected to a national group of scholars, educators, and professionals who subscribe to a set of Standards as the benchmarks of the field. Your portfolio has an importance that goes beyond the curriculum and degree, providing a connection to prior learning and segues to your professional and educational future. It documents the breadth and depth of your learning and professional knowledge in a way that is unique to your own interests.

## Glossary of Terms

- Advisor** An advisor assists you in decision making and problem-solving. Every student has a faculty member who provides advising regarding the curriculum, career, goals, and other academic issues. Program coordinators at each site are also available for advising regarding the program and access to university resources.
- APA** APA is the abbreviation for the American Psychological Association. Students in the Human Services Program are required to purchase the *Publication Manual of the American Psychological Association* (5<sup>th</sup> Edition) which describes the writing conventions for the human services field. In the HSP 304, *Portfolio Learning in Human Services* course, students complete a tutorial introducing them to APA writing conventions.
- Assessment** In the context of education, an assessment is an evaluation of student learning for the purpose of assigning a grade and allowing movement to the next course or level. Faculty assess student learning in every course as part of a larger assessment plan.
- Benchmark** A benchmark is “a standard of excellence or achievement against which others must be measured or judged” (Merriam-Webster Online, 2006-2007). A benchmark assessment demonstrates that learning has progressed in relationship to a set of standards.
- Convention** There are several definitions for convention, but for the purposes of this guide, the reference is to writing conventions. In this usage, convention means a rule, method, or practice established by usage or custom.

**Core** In any curriculum, core refers to a set of required courses that must be taken by all students. In the Human Services Program, core refers to a six-quarter sequence that provides the conceptual framework for the curriculum. The core sequence is tied to systems and related theories. The core courses begin with Human Services Professionals and Personal Systems (HSP 301), and progress through Interpersonal Systems (HSP 303), Small Group Systems (HSP 305), Organizational Systems (HSP 402), Community Systems (HSP 404), and ending with Global Systems (HSP 406).

**Critical thinking** Critical thinking is “the mental process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information to reach an answer or conclusion” (Webster’s, 2006).

**CSHSE** CSHSE is the acronym for the Council for Standards in Human Service Education. The Council is the national accrediting body for degree programs in human services, and is the body that researched, established, and occasionally modifies the National Standards for Human Service Education. Members of this organization are degree programs at regionally accredited degree-granting institutions, not individuals. The Human Services Program at Western Washington University is a member of the Council. Visit their website at <http://www.cshse.org> for more information.

**Elective** An elective is a course that is taken by student choice and is not required for graduation. Students must have a total of 180 credits to graduate from Western including general education requirements, AND the requirements of the human services major (76 credits). Electives are courses in addition to GER and major requirements.

**Essay** An essay is “an analytic or interpretative literary composition usually

dealing with its subject from a limited or personal point of view” (Merriam-Webster, 2007).

***Internship***

An intern is “an advanced student or graduate usually in a professional field (as medicine or teaching) gaining supervised practical experience (as in a hospital or classroom)” (Merriam-Webster, 2007). An internship is the experience. Students are required to complete two quarters of internship in the Human Services Program. In general, the internship experience is student-defined within specific guidelines. An internship incorporates higher level learning objectives than a practicum.

***NOHS***

NOHS is the acronym for the National Organization for Human Services, the only national organization for human services professionals. Membership dues are at a lower rate for students. Visit the website at <http://www.nationalhumanservices.org/> for more information.

***NWWSA***

NWWSA is the acronym for the Northwest Human Services Association, the regional professional organization of NOHS. When possible, students and faculty from Western attend the annual regional conference. Student membership dues are at a lower rate.

***Practicum***

A practicum is somewhat different from an internship. A practicum is “a course of study designed especially for the preparation of teachers and clinicians that involves the supervised practical application of previously studied theory” (Merriam-Webster, 2007).

***Theory***

A theory is “the analysis of a set of facts in their relation to one another (Merriam-Webster, 2007).

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## Appendix A

### WESTERN WASHINGTON UNIVERSITY Vision and Mission

#### ENGAGED EXCELLENCE

**VISION:** Western Washington University will become the premier public comprehensive university in the country through engaged excellence.

**MISSION:** *The Western Experience*

Western Washington University is committed to engaged excellence in fulfilling its tripartite mission of teaching, scholarship, and community service in a student-centered environment, with a liberal arts foundation and opportunities to develop professional skills. As a public institution of higher education, Western serves the needs of the citizens of the state of Washington by providing undergraduate and select graduate programs in Bellingham and at selected locations elsewhere in the state. Western provides students with a personalized teaching and learning environment of the highest quality. Through engaged excellence:

- Western instills in graduates a life-long passion for learning and fosters individual curiosity, intellectual rigor, critical thinking, and creativity.
- Western promotes scholarly and creative work of significance and applies that scholarship in regional, national, and global communities.
- Western creates opportunities for students to display leadership, civic engagement, social responsibility, and effective citizenship.
- Western brings together an increasingly diverse and talented student body, faculty, and staff to form a learning community that, along with community partners, involves its members in active learning, scholarly discourse, and reflection.
- Western provides a high quality environment that complements the learning community on a sustainable and attractive campus intentionally designed to support student learning and environmental stewardship.

These efforts create an integrated and distinctive *Western Experience*.

Approved by the Board of Trustees, June 9, 2006

[Retrieved from <http://www.wvu.edu/president/Mission%20and%20Vision.pdf>  
September 4, 2006.]

**Appendix B**  
**Woodring College of Education**  
**Mission and Vision**

**Mission and Vision**

**Mission:** *The Woodring College of Education mission statement provides context and purpose for our actions.*

Woodring College of Education facilitates learning that prepares and advances quality educators and human services professionals throughout their careers. As academic leaders, educators, mentors, and scholars, we seek to:

- Model best practices in teaching and learning which, in turn, lead graduates to use best practices in their professions;
- Cultivate student competence through extensive field experiences with exemplary practicing professionals;
- Construct, transform, and convey knowledge by integrating research, theory, and practice;
- Act with respect for individual differences;
- Develop collaborative partnerships that promote the learning and well-being of individuals, families, and the community; and
- Evaluate processes and outcomes to assure continual program improvements.

**Vision:** *The vision of Woodring College of Education frames our future.*

Woodring College of Education fosters community relationships and a culture of learning that advances knowledge, embraces diversity, and promotes social justice.

[Retrieved from <http://www.wce.wvu.edu/About/Mission.shtml> on September 4, 2006.]

## **Appendix C**

### **Human Services Program Curriculum Assessment Plan**

The assessment plan of the Human Services Program assure that (a) appropriate students are admitted, (b) checkpoints are included to monitor student progress, (c) students meet National Standards, and (d) data can be collected and used for continuous Program improvement.

#### **Admission**

- 2.75 grade point average
- Within 10 credits of GUR completion or 5 credits of DTA
- 2-3 Page essay providing reasons for entering major and a writing sample
- Fingerprints and criminal history
- Computer competency
- Essential skills

#### **National Standards Threaded Across the Curriculum**

- National Standards for Human Service Education, Council for Standards in Human Service Education (CSHSE)
- Critical Thinking Standards, Critical Thinking Foundation
- Standards for Students, International Society for Technology in Education (ISTE)
- Information Literacy Standards, American Library Association

#### **Themes Threaded Across the Curriculum**

- Dynamic nature of systems, advocacy, and change using strengths models
- Diversity and social justice awareness: Ethnicity, culture, class, orientation, ideology, and ability.
- Capstone portfolio process

#### **Benchmark Assessments**

- HSP 340, Practicum I – exam
- HSP 341, Practicum II – Demonstration
- HSP 496, Capstone Portfolio

#### **Other Assessments**

- Students are assessed in each course

#### **Graduation Requirements**

- University policies for graduation
- Exit survey last quarter of core

**Appendix D**  
**Table of Knowledge Area Domains, Standards, and Courses**

Knowledge Area Domain	National Standards	HSP Courses
<b>ACADEMIC AND PROFESSIONAL DEPTH (20%)</b>		
<b>1. Academic and Professional Depth (20%)</b> Culminating Assignment: Documentation (written, web, and/or video) of depth of expertise including unique qualifications and the transition of one's academic and professional self.	Self-Development (20)	Review all course and field work. Includes electives, minors, dual majors, etc...
<b>ACADEMIC AND PROFESSIONAL BREADTH (40%)</b> <b>CSHSE NATIONAL STANDARDS FOR BACCALAUREATE DEGREE #11-21</b>		
<b>2. Systems (10%)</b> Narrative and quality evidence demonstrating theory, knowledge, and skills as they pertain to systems.	History (11) Human systems (12) Scope of HS (13) Field Exp (21)	302, Intro to Human Svcs. 315 Human Development 455 Diversity & Soc Justc <i>[Core classes]</i> 301 HSP/Personal Sys 303 HSP/Interpersonal 305 HSP/Small Group 402 HSP/Organizational 404 HSP/Community 406 HSP/Global Field: 340, 341, 440
<b>3. Indirect Services (10%)</b> Narrative and quality evidence demonstrating theory, knowledge, and skills related to indirect services	Scope of HS (13) Planning & Evaluation (14) Information Management (15) Administrative (18) Field Exp (21)	385 Applied Research 435 Agency Management 485 Prog Plan & Eval Field: 340,341, 440
<b>4. Direct Services (10%)</b> Narrative and quality evidence demonstrating theory, knowledge, and skills related to direct services.	Human Systems (12) Information Management (15) Interventions (16) Interpersonal Communication (17) Field Exp (21)	315 Human Dev 325 Interviewing 345 Case Mgmt/Interventn 455 Diversity & Soc Justc Field: 340,341, 440
<b>5. Ethics and Values (10%)</b> Narrative and quality evidence differentiating personal values from those held by the profession and articulating the role of the Code of Professional Ethics.	Client-Related Values and Attitudes (19) Self-Development (20) Field Exp (21)	302 Intro to Human Svcs 325 Interviewing 345 Case Mgmt/Interventn 455 Diversity & Soc Justc 301 HSPs/Personal Sys 303 HSPs/Interpersonl Sys 305 HSPs/Small Grp Sys Field: 340, 341, 440 (also see standards, code of ethics)

Knowledge Area Domain	National Standards	HSP Courses
<b>INSTITUTIONAL AND PROGRAM OUTCOMES (30%)</b>		
<b>6. Technology (10%)</b> Narrative and quality evidence demonstrating developing skills related to technology.	Info Mgmt, 15 e, m Field Exp (21) National Educational Technology Standards for Students (International Society for Technology in Education).	EX: Include but not limited to: 325 Interviewing 435 Agency Management 385 Applied Research 485 Prog Plan & Eval 341/440: Field Study
<b>7. Writing Proficiency (10%)</b> Narrative and quality evidence demonstrating writing proficiency and pointing to specific types of writing prevalent in the human services profession: a) Academic, b) Professional, c) Creative, d) Reflective, e) Advocacy	WWU Bulletin	304 Intro to Portfolio 385 Applied Research Learning; Review all course work
<b>8. Critical Thinking (10%)</b> Narrative and evidence of skills related to critical thinking.	Foundation for Critical Thinking (2007), <a href="http://www.criticalthinking.org/starting/Begin-CTModel.cfm">http://www.criticalthinking.org/starting/Begin-CTModel.cfm</a>	All coursework and field study artifacts
<b>ORGANIZATION (10%)</b>		
<b>9. Organization and Presentation (10%)</b> The portfolio (including culminating assignment) is organized, professionally presented, and persuasive of the student's competence to enter the profession.	<i>Student Guide to Capstone Portfolio Process (2009)</i>	HSP 304 Intro to Portfolio HSP 495 Capstone Course syllabi, all courses

**Appendix E**  
**Required Contents and Portfolio Organization**  
**Revised: September 7, 2009**

<b>Index</b>	<b>Table of Contents</b>
<b>Part I</b>	<b>Introductory Information</b> <ul style="list-style-type: none"><li>▪ Self-introduction (Limit to 1 page or less)</li><li>▪ Statement of Professional Philosophy of Helping (Limit to 1 page or less)</li><li>▪ Statement of Professional Purpose (goals, lifelong learning, etc.) (Limit to 1 page or less)</li><li>▪ Organization of portfolio: purpose, organization, theme (if used) (Limit to 1 page or less)</li></ul>
<b>Part II</b>	<b>Academic and Professional Depth: Culminating Assignment (20%)</b> <ul style="list-style-type: none"><li>• Introduction to assignment including academic professional goals.</li><li>• Assignment: written, website, video.</li></ul>
<b>Part III</b>	<b>Academic and Professional Breadth: CSHSE Standards, 11-23 (40%)</b> <ul style="list-style-type: none"><li>• Systems: Essay (4-5 pages) referring to supporting evidence found in Part V. (10%)</li><li>• Indirect Services: Essay (4-5 pages) referring to supporting evidence found in Part V. (10%)</li><li>• Direct Services: Essay (4-5 pages) referring to supporting evidence found in Part V. (10%)</li><li>• Ethics and Values: Essay (4-5 pages) referring to specific supporting evidence found in Part V. (10%)</li></ul>
<b>Part IV</b>	<b>Institutional and Program Outcomes (30%)</b> <ul style="list-style-type: none"><li>• Essay (2-3 pages) describing the use and understanding of <b>technology</b>, and the location of specific evidence in Part V. Refer to the National Educational Technology Standards for Students. (10%)</li><li>• Essay (2-3 pages) describing <b>writing proficiency</b> requirements of Western and each of the voices listed below (see Student Guide). Point to examples of each voice found in Part III:<ul style="list-style-type: none"><li>• Academic voice (APA, reports)</li><li>• Professional voice (case notes, experiential, confidentiality, conferences, staff, collaborative, clients, court, legal)</li><li>• Creative (brochures, photo essays)</li><li>• Reflective (journals, essays)</li><li>• Advocacy (persuasive, affect policy, letters to legislators or newspapers). (10%)</li></ul></li><li>• Essay (2-3 pages) for <b>critical thinking</b> followed by narrative describing learning and the location of specific examples found in Part III. Refer to the Critical Thinking Standards. (10%)</li></ul>
<b>Part V</b>	<b>Appendixes that provide required evidence supporting the narrative in Parts III and IV</b> <ul style="list-style-type: none"><li>▪ Assignments used to provide evidence of meeting the CSHSE National Standards for Baccalaureate Degree in Human Services, as well as the critical thinking and technology standards, and the WWU Writing Proficiency requirements.</li><li>▪ Miscellaneous (option) materials:<ul style="list-style-type: none"><li>○ Description or brochures describing the agency or organization</li><li>○ Learning contracts from practicum and internships</li><li>○ Evidence of meeting practicum/internship learning objectives</li><li>○ Field supervision evaluations</li><li>○ Other documents confirming professional service (e.g., client notes)</li></ul></li></ul>

**Appendix F**  
**Criteria for Portfolio Assessment**

<b>Capstone Portfolio Assessment Criteria</b>	<b>% of Grade</b>
1. <i>Academic and Professional Depth.</i> Does the culminating assignment provide documentation of the depth of expertise including unique qualifications and the transition of one's academic and professional self.	20%
2. <i>CSHSE National Standards for Baccalaureate Degree in Human Services.</i> Do the four essays and supporting evidence demonstrate an understanding and mastery of the Standards in the areas of systems, indirect services, direct services, and ethics and values?	40%
3. <i>Writing proficiency.</i> Is there narrative and evidence of skills related to writing proficiency?	10%
4. <i>Critical Thinking.</i> Is there narrative and evidence of skills related to critical thinking?	10%
5. <i>Technology.</i> Is there narrative and evidence of skills related to technology?	10%
6. <i>Organization and presentation:</i> Is the portfolio organized, professionally presented, and persuasive of the students competence to enter the human services profession?	10%

## Appendix G

### Quarterly Portfolio Checklist

Quarter: \_\_\_\_\_

Back-up all of your assignments, syllabi, and other documents. Use the space furnished by the University and a flash drive, CD, or other media to assure that you will have the documents you need in HSP 495. Preferably, backup several times each quarter.

Write a brief reflection on your development as a human services professional. Think of the courses taken, the professional experiences, and the knowledge, theory, and skills you have either acquired, deepened, or broadened. Consider your own goals as a professional and how the program is preparing you to meet them. Collect evidence, such as creative projects, that demonstrate various aspects of my professional self.

Collect syllabi from each course taken, preferably in electronic format. You may want to re-label these in a way that makes sense to you as you save them.

Review the CSHSE Standards for Baccalaureate Degree in Human Services and related Specifications (Standards 11-21). Make specific notes regarding assignments, exercises, textbooks and authors, and other resources that have particularly enhanced your learning. These assignments will become appendixes in your portfolio.

Incorporate notes on field experiences in practicum, internship, or volunteering with notes on each Standard and Specifications. Pay particular attention to Standard 21.

Review and collect assignments that demonstrate an understanding of the use of technology through:

- The acquisition of new or enhanced use of skills; e.g., PowerPoint, digital video or audio recording, BLOGs, Excel.
- Understanding of the social implications of increased technology.
- Understanding of the professional uses of technology.

Review and collect assignments that provide evidence of writing proficiency including:

- General improvement in writing skills.
- Mastery of APA writing conventions.
- Writing with an academic, professional, creative, reflective, or advocacy voice.

Review and collect assignments that demonstrate skills related to information literacy (locating, accessing, and evaluating information).

Review and collect assignments that provide evidence of critical thinking skills. Indicators of critical thinking include clarity, accuracy, precision, relevance, depth, breadth, and logic (Foundation for Critical Thinking, 2007. Paul & Elder, 2003) and includes skills for analysis, interpretation, and defense of ideas based individually and collectively on the identification of underlying assumptions and alternative options (Brookfield, 1991b).