

Alaskan Core Competencies

Portfolio Guide



Version 1.0
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Introduction

Direct care workers providing health and social services should have the basic skills that have been identified in the Alaskan Core Competencies. Each worker has a valuable and unique perspective on his or her strengths, weaknesses, and learning needs. This Portfolio Guide provides information on what a portfolio is, its purpose, and cover pages to get you started on creating your own portfolio to record your unique learning experiences that demonstrate your skills, knowledge, and experience. This tool provides the opportunity to shape and direct your own learning and assessment experience by creating samples of their real work that demonstrates proficiency in competencies required by your job.

What is a Portfolio?

- ▶ Portfolios are defined as a purposeful **collection of work** that tells the story of your effort, progress, and/or achievement.
- ▶ Portfolio documents are generally held together in a **three-ring binder** with tabs to organize the different work samples. Additional materials that are not paper-based can be collected in a separate tote kept with the portfolio binder.
- ▶ A portfolio is a **unique expression of you** as a direct care worker and your professional journey.
- ▶ A portfolio is a **living document** that you will expand and change over time depending on the job requirements or expectations of a particular job or place of employment.

What are the purposes of a Portfolio?

- ▶ A portfolio is a concrete way of **demonstrating your skills and competencies** to potential employers on the 10 Alaskan Core Competency categories.
- ▶ A portfolio **showcases your works** in progress, **tracks your learning** over time, and can be used to **assess your work** products over time.
- ▶ Portfolios are an active way to participate in learning and to allow you to increase your ability to **self-evaluate**.
- ▶ Portfolios promote professional identity by **organizing thinking** regarding accomplishments on the job.
- ▶ Portfolios can be used to demonstrate your skills needed for a specific job or can be used as evidence of work-related skills for future employment in the direct care worker field.

Instructions:

Your portfolio may be developed as a component of your current job or you can choose to chronicle your learning experiences on your own.

To get started, purchase a three-ring binder, paper, and index tabs to identify different work samples. The index tabs allow easy access to each section and will help you present your portfolio as an organized and professional document. Consider placing documents you have three-hole punched in each section, rather than placing documents in clear, slide-in sheets. If work samples are not paper-based, use the cover page to identify the entry and identify where the work sample (e.g., video, etc.) is located.

There is not one way to create a portfolio. To determine the organization of your portfolio consider who you are, your professional goals, and what you want to communicate about your professional self.

Next, create a general portfolio cover page that contains information specific to you such as your contact information, your employer, your position, and any other information that you believe is important about you as a direct care worker. It may be helpful to write one or two sentences on your professional goals in the direct care field. In addition, it would be useful to include a copy of your resume at the beginning of your binder.

Now begin to start building your portfolio by creating entries or work samples to showcase your work, skills, attitudes, etc. Work samples are compiled over a period of time and illustrate learning or competency in actual work situations. You can use the portfolio entry cover page (see page 4 for cover page template) to reference the Alaskan Core Competencies and identify which one or more competencies your work examples pertain to.

Work samples should include a summary statement which describes the activity/work sample. Work samples come in many formats and are not limited to written products.

Work sample formats may include (but are not limited to the following list):

- ▶ Written journal entries
- ▶ Records of training activities completed on the job or in the community
- ▶ Examples of learning exercises and what knowledge you gained by participating in them
- ▶ Examples of interactions with persons in your care or co-workers that you believe demonstrate a specific and valuable skill
- ▶ Examples to demonstrate cultural attunement to Alaska Native and/or rural and indigenous issues
- ▶ Resume
- ▶ Oral presentations
- ▶ Slide presentations
- ▶ Career goal essays
- ▶ Personal belief statements
- ▶ Photos
- ▶ Video clips
- ▶ Artwork

Ideally, select portfolio work samples that illustrate your proficiency in the ten competency categories identified in the Alaskan Core Competency Model. Use creativity when providing work samples to demonstrate your skills and knowledge of your job. Work samples should show authentic evidence of your growth as a direct care worker.

Remember that the confidentiality of the individuals receiving care, family members, and other supports must be protected. Names and identifying information must be changed, deleted or blanked out if specific permission is not granted.

On the following page is a template to get you started on your professional portfolio¹. You are not bound to this format, this is just a guide.

Print off a portfolio entry cover page to use before each work sample or entry. A checklist of the core competencies is available on each cover page sheet to help you connect the content of your entries to specific competencies.

Please refer to an example of a portfolio entry after the blank template

¹ You may want to consider creating an online E-Portfolio to track your learning experiences and credit through the Trust Training Cooperative Learning Management System (TTC LMS). Any trainings you take through the TTC will automatically be added to your E-Portfolio and you can also self-report other trainings for a complete record of trainings. Please visit www.ttcclms.org and sign up for free. Once you have signed up and logged in visit the User Home to get started with your E-Portfolio.

Portfolio Work Sample Cover Page

Date:

Summary Statement about Work Sample/Activity/Experience:

Type of Work Sample/Activity/Experience (see list of some possibilities above):

Competencies that are addressed by this example:

Category 1: Working with Others

- Listens effectively
- Communicates effectively
- Builds positive relationships
- Collaborates
- Maintains appropriate boundaries

Category 2: Assessing Strengths and Needs

- Gathers and summarizes information
- Assists in identifying personal values, goals, and priorities
- Identifies strengths and resources
- Identifies problems, deficits, and stressors
- Detects warning signs
- Communicates results clearly
- Reassesses routinely

Category 3: Planning Services

- Identifies recommended goals and services
- Supports individual and family member decision-making in developing a plan of care
- Assists individuals in developing personal plans

Category 4: Providing Services

- Implements and coordinates the plan of care
- Conducts outreach and engagement
- Maintains safety
- Creates a therapeutic learning environment
- Provides emotional support
- Provides physical support
- Teaches and trains
- Supports problem solving and conflict resolution
- Prevents and intervenes in crises
- Organizes and conducts group activities
- Promotes health and wellness

Category 5: Linking to Resources

- Identifies recommended resources
- Supports individual and family decision-making in selecting resources
- Connects individuals and families to community resources

Category 6: Advocating

- Advocates on behalf of the individual and family
- Supports self-advocacy

Category 7: Individualizing Care

- Assesses the influence of key individual, family, and community characteristics
- Tailors services to unique individual, family, and community characteristics
- Modifies plans and services based on individual and family experience

Category 8: Documenting

- Completes required documentation
- Balances privacy with documentation requirements

Category 9: Behaving Professionally and Ethically

- Fulfills responsibilities and commitments
- Complies with laws, regulations, policies, and ethical codes
- Seeks supervision and consultation
- Manages stress and maintains personal health

Category 10: Developing Professionally

- Seeks opportunities to improve knowledge, skills, and abilities
- Uses performance evaluations and feedback to improve performance

Reflection: Any other information that is relevant to understanding how this entry demonstrates your skills, attitudes, values, or competence in a given area of the direct care worker field.

(Example) Portfolio Work Sample

Date: 12/1/10

Summary Statement about Work Sample/Activity/Experience:

This is an example of an interaction with a person that I provide care for at the Cherry Hill long-term care center.

Type of Work Sample/Activity/Experience (see list of some possibilities above):

Journal Entry

Competencies that are addressed by this example:

Category 1: Working with Others

- Listens effectively
- Communicates effectively
- Builds positive relationships
- Collaborates
- Maintains appropriate boundaries

Category 2: Assessing Strengths and Needs

- Gathers and summarizes information
- Assists in identifying personal values, goals, and priorities
- Identifies strengths and resources
- Identifies problems, deficits, and stressors
- Detects warning signs
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Work Sample: *I was doing my morning rounds to say hello to my patients when a particular patient stopped me and in an angry tone, asked me to stay in his room for a few minutes. He said that he was wondering when he was "getting out of here." I sat down on the chair next to his bed and asked him to sit down as well. I said, "Good morning, Mr. Blackwell (fictional name), I understand you are wondering when you can leave this place, is that right?" So, I started with greeting him in a friendly way and then repeated what he said so that I showed him I understood him. I went on to ask him some questions about why he wanted to leave and told him I would check with his other providers, his caseworker, and his family to give him more information. This seemed to be helpful for Mr. Blackwell because he smiled and said, "thanks for your help...at least you are listening to me."*

Reflection: Any other information that is relevant to understanding how this entry demonstrates your skills, attitudes, values, or competence in a given area of the direct care worker field.

Ask yourself these questions to facilitate your reflection process:

1. *How does this learning experience relate to my role as a direct care worker?*

This experience happened on the job so it is directly related to my work and role as a direct care worker.

2. *What did this experience teach me?*

I learned that slowing down and showing the person I am listening (by sitting down, repeating what the person says) that it can go a long way in making a person feel heard. I also think that having us both sit down was a way to avoid the patient from getting more angry and showed that I was willing to sit down with him for a few minutes and focus on his concerns.

3. *How am I a better direct care worker as a result of this experience?*

This was a positive experience for me because I usually want to rush through my morning duties. I need to continue to push myself to be patient and really take time to listen and show that I am listening.