

PORTFOLIO'S

SPRING 2016

WORKSHOP OBJECTIVES

- Understand different purposes of portfolios
- Situate portfolios within CACREP & Counseling program objectives
- Identify methods for organizing portfolio

WHY PORTFOLIOS

- Counselors in training need to demonstrate competencies in concrete ways
- Traditional measures of assessment do not capture range of abilities & applied Skills
- Portfolios are organized goal driven documentation of your professional growth
- Two kinds of portfolios: Working portfolios & presentation portfolios

WORKING PORTFOLIO:

- Unabridged version of documents you have carefully selected to portray your professional growth
- Demonstrate mastery of professional standards Artifacts tangible evidence of attained competence
- What artifacts can you include in your portfolio?
 - Keep CACREP standards in mind & hoard work!
 - Embrace individuality within framework of standards
 - The same artifact may document more than one standard
 - Select artifacts that show case your best work
 - Where feasible include graded items- not required

PRESENTATION PORTFOLIO

- Design presentation portfolio with particular audience in mind
- Compiled to efficiently highlight strengths and professional competency
- Streamlined document less is more rule
- Choose artifacts that exemplify position or certification you are seeking
- Artifacts for presentation portfolios should be preceded by a brief rationale for inclusion- maybe a short paragraph

CACREP

- The mission of CACREP is to promote the professional competence of counseling and related practitioners through the development of preparation standards; the encouragement of excellence in program development; and the accreditation of professional preparation programs
- CACREP programs attend to eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates
 - (1) professional counseling orientation and ethical practice, (2) social and cultural diversity, (3) human growth and development, (4) career development, (5) counseling and helping relationships, (6) group counseling and group work, (7) assessment and testing, and (8) research and program evaluation

BACKGROUND TO PORTFOLIO CHANGES

- 2016 standards call for more scientific methods for conducting systemic program evaluation
- Program evaluation measures the degree to which programs are meeting their program mission and objectives
- Counseling program has 8 program objectives aligned to CACREP standards
- Increasing need to generate meaningful data to determine if program is meeting its program goals
- Generation of data supports continuous improvement cycle

RUBRICS

- A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria. We have one for each standard!
- Useful tool beyond grades to assess student learning regarding specific objective
- We've developed 8 rubrics to assess student mastery on each of our 8 program objectives

HOW TO SET UP YOUR PORTFOLIO: FOR STUDENTS WHO ENTERED THE PROGRAM BEFORE SPRING 2016

- Use the pre-existing portfolio rubric to set up your portfolio- i.e. create 8 tabs for each of the major CACREP domains and extra tabs for concentration materials
- Place a new rubric at the front of each section that corresponds to the CACREP content area
 - please keep reading for more information!
- Place the existing rubric at the front of your portfolio (e.g. in the inside pocket)
- Your advisor will score both the 8 new rubrics and pre-existing rubric form
- Your advisor will transpose your average score on each CACREP domain rubric to score the CACREP domain scores on the existing rubric

HOW TO SET UP YOUR PORTFOLIO: FOR STUDENTS WHO ENTERED THE PROGRAM BEFORE SPRING 2016

- Live text has been discontinued & faculty are searching for a better online option/format
- Thus we will use binders and documents from relevant classes
- If you are unsure if an artifact is relevant to a certain section read the section's rubric program objective -written at the top of each rubric
- If you are still unsure if an artifact is relevant to a particular section read the CACREP standards *
- If you are still unsure consult with your advisor. Many of the domains are not mutually exclusive
- Graduating students must make an appointment with their advisor to review their portfolios no later than 2 weeks before the end of the semester they intend to graduate
- Summer graduates may have to meet with Dr. Cogdal for a final portfolio review if their advisor is not available

HOW TO SET UP YOUR PORTFOLIO

SECTION	TAB NAME	RUBRIC
Forward	Professional identity documents	Existing 1 page rubric form on link
Section 1	Professional counseling orientation and ethical practice	Rubric 3
Section 2	social and cultural diversity,	Rubric 2
Section 3	Human growth and development	Rubric 3
Section 4:	Career development	Rubric 4
Section 5	Counseling and helping relationships	Rubric 5
Section 6:	Group counseling and group work	Rubric 6
Section 7:	Assessment and testing	Rubric 7
Section 8	Research and program evaluation	Rubric 8

FORWARD: PROFESSIONAL IDENTITY

- **Create a forward section to include the following documents:**
 - Resume/ CV
 - Memberships
 - Certificates
 - Professional Development trainings
 - Conferences
 - Professional Presentations

SECTION 1: PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE- RUBRIC 1

- **Counseling Program Objective 1:** Students will develop a professional counselor identity consistent with respective credentialing for specialty area (e.g. licensure, certification) and demonstrate professional and ethical behavior consistent with professional codes of ethics in their interaction with fellow student/colleagues, faculty, and clients that values a developmental, strengths-based, wellness approach to helping clients enhance their quality of life.
- **CACREP domain:** PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
- **Associated Class:** Foundations
- **Suggested Documents/Assignments to Include:**
 - Advocacy Project
 - Program of Study
 - Professional Development Paper
 - Professional memberships
 - Article Critique Paper
 - Letter from Instructor (Spring 2016 Foundations students)
 - Final Evaluation from Instructor

SECTION 2: SOCIAL AND CULTURAL DIVERSITY- RUBRIC 2

- **Counseling Program Objective 2:** Students will develop cultural knowledge, self-awareness, skills, and strategies for counseling and advocacy within a diverse community
- **CACREP domain:** (2) SOCIAL AND CULTURAL DIVERSITY
- **Associated Class:** Multicultural Counseling
- **Suggested Documents/Assignments to Include:**
 - Action Plans
 - Reaction Papers
 - Group Presentation
 - Case Conceptualization
 - Quiz/ Test Grades

SECTION 3: HUMAN GROWTH AND DEVELOPMENT- RUBRIC 3

- **Counseling Program Objective 3:** Students will demonstrate an understanding of theory and practice as they relate to diverse developmental experiences across the lifespan and in diverse contexts and settings
- **CACREP domain:** (3) HUMAN GROWTH AND DEVELOPMENT,
- **Associated Class:** Life Span & Human Development
- **Suggested Documents/Assignments to Include:**
 - Short Topic Paper(s)
 - Observational Paper

SECTION 4: CAREER DEVELOPMENT-

RUBRIC 4

- **Counseling Program Objective 4:** Students will describe and apply a variety of career counseling theories, models, assessment, and techniques and how they apply to diverse populations in a global community.
- **CACREP domain:** (4) CAREER DEVELOPMENT
- **Associated Class:** Career counseling or Counseling in K-12 settings
- **Suggested Documents/Assignments to Include:**
 - Documents / Assignments to Include:
 - Case conceptualization paper
 - Group career center project
 - Midterm exam
- **School students only**
 - Career counseling portfolio
 - Article Review
 - Advocating for career counseling in K-12 setting

SECTION 5: COUNSELING AND HELPING RELATIONSHIPS- RUBRIC 5

- **Counseling Program Objective 5:** Students will demonstrate an ability to create an environment conducive to developing counseling relationships consistent with client goals and evidence based skills in assessment, counseling, case conceptualization, treatment planning, and documentation.
- **CACREP domain 5: COUNSELING AND HELPING RELATIONSHIPS**
- **Associated Class:** Clinical Techniques
- **Suggested Documents/Assignments to Include:**
 - Final counseling skills evaluation from instructor
 - Final tape packet documents with all potentially identifying information redacted
 - Journals (if using LiveText, upload as a single document)

SECTION 6: GROUP COUNSELING AND GROUP WORK- RUBRIC 6

- **Counseling Program Objective** The students will understand principles of group dynamics, including group processing components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work that include group leadership or facilitation styles and approaches and characteristics of various types of groups.
- **CACREP domain 6: GROUP COUNSELING AND GROUP WORK**
- **Associated Class:** Group Counseling
- **Suggested Documents/Assignments to Include:**
 - Psycho-educational Group Presentation
 - Paper on participating in a process group
 - Article Review
 - Viewing a community group paper
 - Evidence of passing grades on test/quizzes

SECTION 7: ASSESSMENT AND TESTING- RUBRIC 7

- **Counseling Program Objective:** :The students will demonstrate ethically and culturally competent test and non-test assessment selection, administration, scoring, and interpretation skills related to academic/educational, career, personal, and social development, including risk assessment in a variety of settings.
- **CACREP domain 6: ASSESSMENT AND TESTING**
- **Associated Class:** ASSESSMENT
- **Suggested Documents/Assignments to Include:**
 - Assessment Report Assessment Report including as many as the following: Global Assessment of Functioning (GAF), Career Ability Placement Survey (CAPS), Self Directed Search (SDS), State-Trait Anxiety Inventory (STAI), CAGE or AUDIT, Beck Depression Inventory II, Work Improvement Locator, Wide Range Achievement-R4, Work Importance Locator, O*Net Career Values Inventory.
 - Mid-Term Exam, Final Exam
 - Audiotape Administration
 - Test Presentation
 - Periodic quizzes

SECTION 8: RESEARCH & PROGRAM EVALUATION

- **Counseling Program Objective 8:** The students will demonstrate the ability to identify, critically evaluate, and apply quantitative, qualitative, and mixed methods research to inform and evaluate counseling practice
- **CACREP domain 8:** RESEARCH AND PROGRAM EVALUATION
- **Associated Class:** Introduction to Educational Research (research) & Counseling Practicum (program evaluation)
- **Suggested Documents/Assignments to Include:**
 - **Introduction to research**
 - **Practicum**
 - Program evaluation planning sheet
 - Class presentation (e.g. PowerPoint, Prezi)