THE DOCTORAL COMPREHENSIVE PORTFOLIO

The Comprehensive Portfolio is designed to insure that all students develop a minimum level of research and teaching skills/competencies. The third area (clinical skills) is developed and evaluated by students progressing through the training sequence delineated below, receiving satisfactory clinical evaluations, and a passing grade in Advanced Clinical Practicum (PSYS 385).

1. First semester, first year: Participate on a vertical team.
2. Second semester, first year: Serve as a co-therapist on 2 to 3 cases.
3. Second year: Participate on a vertical team and carry 2 to 3 cases at most times.
4. Third year: Have a ½-time placement at VPS.
5. Fourth year: Have a ½-time placement at VPS or an external placement.

The goal is to have at a minimum the equivalent of one full-time placement over the course of years 3 and 4. The sequence is one that most, but not necessarily all, students will follow.

Purpose of Comprehensive Portfolio

The purpose of the Comprehensive Portfolio is to have students document how they have developed their research and teaching skills through their experiences in the clinical psychology doctoral program. They will integrate the knowledge they obtain from their courses and other experiences into the materials contained in the portfolio.   Publications, conference presentations, and teaching experiences are crucial skills in our field and for obtaining academic or non-academic positions following the completion of the doctoral degree; therefore all students should do these things as an integral part of their activities in the doctoral program. Through the materials assembled in the portfolio, students demonstrate their knowledge of the clinical psychology field and their specialized knowledge in a certain area of clinical psychology, their research skills, and their teaching promise. Because the ability to integrate knowledge in one's specialty area and the ability to conduct and report research are especially important, all students are required to complete research requirements 1 or 2 below. Students choose (in consultation with their advisor) other items to include in their portfolios to foster their own professional development.

Timeline for Completion of the Portfolio

1. During the student's first semester, one clinical faculty member (not the student's primary mentor) will be randomly assigned to each student to evaluate the portfolio when it has been completed.

2. The student will turn in to the Director of Clinical Training and to the assigned clinical faculty member by December 15th the checklist indicating items you plan to complete. These can be changed at any point in time.

3. Completion and approval of the portfolio should occur by the end of the third year at the latest and *must* occur prior to preliminary orals being held on the dissertation proposal.

REQUIREMENTS

One of the first two items is required. Choose three additional items (or 2 additional items if you complete 1 and 2) to complete the research part of the Portfolio. The choices should be made in consultation with your advisor. The faculty evaluation person will provide their evaluation on the Portfolio within 4 weeks of receiving it from the student.

Research

1. Interpretive or review article/chapter for field of specialization. This paper is expected to be longer than a typical seminar paper, and it should be of *publishable quality*. The review article must be first or sole authored by the student and submitted or accepted for publication. This paper may serve as the basis of the introduction to the dissertation but should be written as a review paper (e.g., integrative conclusions but no hypotheses for a proposed study).

2. First authored published journal article or article submitted for publication to a peer-reviewed journal. Note: Results must be viewed as publishable by mentor.

3. An additional first or co-authored article or chapter published or submitted for publication. Articles should be published in peer reviewed journals and chapters should be published in reputable academic publishing houses or university presses. Co-authorship means having one's name on the chapter or article. If the contribution is a chapter, it must be a full length.

4. First-author conference presentation or poster presentation. An abstract of the presentation or poster also should be provided.

5. First or co-authored paper designed to disseminate psychology to other disciplines or the public, published or submitted for publication. Co-authorship means having one's name on the paper.

6. Review of an article for a journal, or review of a published data-based paper. Submit the article reviewed and your review. (Note: This can be satisfied by co-reviewing an article with a faculty member as long as the student makes a substantial contribution to the content and writing of the submitted critique).

7. Submitted grant proposal (with the student as the PI/trainee) to the National Institute of Health (NIH) or the National Science Foundation (NSF) (or other mechanism if approved by the clinical faculty). Other external grant mechanisms that are typically processed through UVM'S Sponsored Projects Administration (SPA) and include an independent research strategy and/or training plan will be considered upon approval of the clinical faculty (direct a request to the Director of Clinical Training). CAPTR grants do not satisfy this requirement.

Teaching

Three of seven items is required. Either number 1 or 6, but not both, can be used to fulfill the teaching requirement.

1. Complete at least three (3) workshops at the Center for Teaching and Learning and type a separate half-page summary of what you learned for each workshop you attend. (If you also choose #7, you must select workshops that were not part of the Graduate Teaching Program).

2. Serve as a Teaching Assistant in a course offered by a faculty member. This can be a formal (receive a TA placement) or informal (not receive a TA placement) appointment. A course syllabus and a clear delineation of your responsibilities should be presented.

3. Teach a course, typically through Continuing Education. Include course number, title, syllabus, and number of students enrolled.

4. Guest lecture in a formal course at least 3 times.

5. Mentor two or more undergraduates in your lab by setting up a course of learning and a syllabus.

6. Take and pass a "Teaching Psychology" course, approved by the Director of Clinical Training.

7. Complete the University of Vermont's Graduate Teaching Program.

Submission of the Portfolio

Portfolios are first submitted to the advisor for initial approval, and then to the faculty member appointed to evaluate the portfolio.

The student should create a binder with dividers for each of their items, and should provide a cover letter describing the contents of the portfolio, how the portfolio reflects the student's content area, and a vita. ***Include the Portfolio checklist in the binder.*** Paper copies of all materials should be provided, along with citations for published papers, conference presentations, and chapters.

PROCEDURES

1. Student meets with advisor to plan comprehensive portfolio during the student's first semester of the first year of the program. The faculty member who will conduct the evaluation also will be assigned in the first semester of the first year.

2. The advisor and student decide on the set of items to go into the portfolio. They use the checklist to keep track of progress on the different items. Students should receive feedback from their advisor before submitting items to the faculty member who will conduct the evaluation. This is particularly the case for the literature review or journal article. It is

expected that the advisor reads the literature review or journal article several times after revisions before it is included in the portfolio and submitted for evaluation.

3. Students compile the portfolio, which should include an up-to-date vita and the Portfolio checklist, for submission for evaluation. A paper copy of each item should be provided, along with citations for published papers, conference presentations, and chapters. Portfolios are first submitted to the advisor for initial approval, and then to the faculty member for full evaluation. The student should provide a cover letter describing the contents of the portfolio and how the portfolio reflects the student's content area.

4. The faculty evaluation person evaluates each item in the portfolio. Articles accepted for publication in reputable journals or books, papers presented at national conferences, grants submitted to reputable agencies or foundations, and reviews submitted to reputable journals do *not* have to be evaluated further. Articles submitted and other items not judged by outside agencies will be read and evaluated by the evaluator. The student's advisor determines the appropriateness of the specific journals and granting agencies for the portfolio requirements.

5. The faculty evaluation person evaluates each item separately, and decides if it meets the requirements or needs to be revised and resubmitted. For items judged as needing revision, a second faculty member will be asked by the DCT to provide a second opinion. If there is a difference of opinion, the two faculty members will resolve the difference of opinion. ALL items must meet the requirements for the portfolio to be judged acceptable.

   a. For all items except the required one, an item judged as needing revision can either be revised, or students can opt to submit another item in its place.
   b. If the required item is judged as needing revision, the student cannot replace it with another item but must submit a revised version.
   c. Students unable to revise item(s) successfully will not be allowed to complete the doctoral program.

Timeline for Completion of the Evaluation of the Portfolio

1. The faculty member will provide her or his evaluation on the Portfolio within 4 weeks of receiving it from the student.

Monitoring of Student Progress

As part of the annual evaluation which occurs in October, students shall complete a progress report that they submit to the DCT. This report will summarize their progress toward completing the portfolio.

EVALUATION

The faculty member reading the portfolio will assign one of the following recommendations:

   A. PASS. Accept as is (no revisions).

B. PASS WITH REVISION. The faculty member has relatively minor comments and feedback that should be addressed by the student.

C. DOES NOT PASS. Reject and revise the portfolio according to comments from the faculty portfolio committee.

The faculty member sends her or his evaluation to the student (using the designed evaluation form), the student's Advisor, and the DCT.