

**Texas Woman's University**  
**Department of Family Sciences**  
**Counseling and Development Portfolio**

**What exactly is a portfolio?**

A portfolio is a collection of evidence or materials that demonstrate an individual's growth, development, and acquisition of knowledge and skills (Waterman, 1991). Portfolios are created throughout the student's program and reflect changes in the student's knowledge, skills, and professional identity. It is also an assessment tool which allows students to become actively involved in the evaluation process.

**What is the purpose of the portfolio?**

The purpose of the portfolio is to motivate and assist counseling students in summarizing and creating a holistic view of how the individual components (courses, experiences, practicum, etc.) of their program combine to prepare them for entry into the counseling profession.

**Who must complete a portfolio?**

All Counseling and Development students who are completing a master's degree and who have not written a professional paper as part of FS 5693 must complete a portfolio.

All Counseling and Development students who are completing 21 or more hours of a deficiency plan to be a school counselor must complete a portfolio. The required portfolio is limited to the courses taken as part of the deficiency plan.

**What is included in a portfolio?**

The portfolio should include materials from all areas of the student's academic program. This includes core classes, electives, and clinical training. Some specific items will be required for inclusion in the portfolio. However, students will be encouraged to include additional items which they believe reflect their learning and growth and which address the eight core curriculum areas defined by CACREP.

These include:

Professional Identity  
Social and Cultural Diversity  
Human Growth and Development  
Career Development

Helping Relationships  
Group Work  
Assessment  
Research and Program Evaluation

**What are the required elements of the portfolio?**

The assignments included in each of the following courses are to be included:

<b>Course #</b>	<b>Course Title</b>	<b>Required Activity</b>
FS 5003	Lifespan Human Development	Experiential Journal
FS 5303	Professional Orientation and Ethics	Attendance at a professional meeting & Diversity Paper
FS 5313	Counseling Theory and Practice	Research paper on personal theory (Maximum of 5 pages And minimum of 5 sources + books)
FS 5453	Counseling for Career Development	Personal resume
FS 5363	Prepracticum	Professional Identity Reflections
FS 5373	Group	Paper Describing Personal Role & Facilitator
FS 5532/42	Practicum	Additional Section of personal theory paper (length 7-9 pages and 8 references plus textbooks)
FS 5894	Internship	Additional Section of personal theory paper (length 9-11 pages and 14 references plus textbooks)
FS 5894	Internship	<ul style="list-style-type: none"> <li>• Case Conceptualization</li> <li>• Final refining of personal theory paper (submission with all corrections made)</li> </ul>

***For Community Counseling Students***

FS 5493	Community Mental Health Counseling	<ul style="list-style-type: none"> <li>• Treatment Plan or Related Project</li> <li>• Needs Assessment</li> </ul>
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***For School Counseling Students***

FS 5443	Multicultural Counseling	Diversity Experience
FS 5393	School Guidance and Counseling Services	Create a Guidance Lesson One of the Following: <ul style="list-style-type: none"> <li>• Parent Involvement Project</li> <li>• School-wide Involvement Project</li> <li>• Public Relations Project</li> <li>• Group Project (6-8 group lesson plans for school based group)</li> </ul>

**The student's clinical skills are to be demonstrated during course experiences with opportunities for periodic evaluation by individual course faculty and/or tape reviews by collective faculty.**

**What other elements might a student include?**

From the core courses, a student might include research projects or papers, counseling session plans, class presentations, discussion or process papers, journal entries, case assessments, experiential activities, book reviews, self-assessments of skills or career development, conference presentations or attendance, and professional development activities.

From clinical courses and experiences, the student might include self-evaluations, supervisor evaluations, treatment/counseling plans, assessments or intakes, case presentations, and tape-scripts. (All clinical evaluation materials should maintain the anonymity of the client or consumer.)

From the electives or specialty areas, students may want to include course projects, self-assessments, research papers, role-plays, program development plans and assessments, group guidance units, educational or prevention plans, intervention plans or projects.

**In what format is the portfolio to be presented?**

Portfolio components are to be presented in a binder with a title page, (name, degree sought, date of graduation) and table of contents. Students are encouraged to consider the organization of their binder so that it is easy for others to review and find materials. However, each portfolio will be different, and students are encouraged to consider how they want to present their materials from a creative and professional perspective.

**How is a portfolio evaluated?**

The portfolio is evaluated throughout a student's program in part by the assignments required. In addition, the final completed portfolio will be presented to the student's advisor and committee during the final spring semester of their program. For spring graduation, portfolios must be turned in by March 28; for summer, by June 20; and for fall, October 15. These portfolios will then be returned to the student to allow them to prepare for their portfolio presentation. The student will be provided feedback from the committee on the portfolio.

**What occurs during a portfolio presentation?**

The portfolio presentation is an oral discussion of the portfolio. All presentations will be scheduled for a block of time at the end of the semester. The student's committee and other component faculty members will be in attendance. Other faculty members and students in the program are encouraged to attend.

At the end of the presentation, the committee will ask the students questions related to their portfolio.

**What is the process for appealing my evaluation if I am not satisfied?**

The review process for all student appeals are outlined in the TWU Graduate Catalogue. The following is a summary of these policies:

*It is the expectation of the University that students will follow the appeal procedure to completion before seeking external consideration of complaint. Questions concerning academic achievement and progress are addressed for initial consideration to the student's current advisory committee.*

*Decisions of the student's committee may be reviewed by an ad hoc committee within the academic component and/or an ad hoc committee of the Graduate Faculty. A graduate student may seek review of a decision by submitting, within 30 days of notification of the initial decision, a written request to the Associate Vice President for Research and the Dean of the Graduate School, who may appoint an ad hoc committee to hear the appeal for the student and submit a report. The student receives timely written notice of the appeal hearing and has the opportunity to appear before the committee and make a statement. If additional review is desired following the appeal before the ad hoc committee, the student, within 10 days, may request in writing a review by the Vice President for Academic Affairs.*

### **Evaluations:**

Students will also be required to include “*Reflections Responses.*” These questions (attached) will provide students with an opportunity to consider their own development. This self-assessment also provides the student with the chance to consider professional goals and identification, application of knowledge and skills, and an evaluation of their training program.

Students will also be required to complete the “*Student Portfolio Evaluation Form*” (attached). This allows the student to provide feedback about the portfolio evaluation and the student's perspective on the process and their involvement.

### **Portfolio Reflection Questions (Submit 2 copies)**

Responses are limited to a total of **three typed pages** for your “Portfolio Reflection” requirement.

How would you define your role as a professional counselor? Consider specialty area and competencies?

1. How does your theoretical orientation guide your practice during your training?
2. What do you consider to be your greatest area of development during your training?
3. What aspect of your training has been most useful for preparing you to be a counselor? Which areas were not as useful?
4. What aspects of your training have been most useful in helping you develop your professional identity?
5. Which areas were not as useful?

6. What are your short-term and long-term professional goals? What are some of the steps you will need to take to accomplish these goals?
7. What experience(s) has provided you the most meaning as a counselor and/or student during your training?

**Portfolio Evaluation Questions** (Submit **2** copies)

Respond to the following question about your portfolio and the portfolio process. Responses are limited to **three typed pages**.

1. What component(s) did you think best demonstrates your growth in the program?
2. What component(s) do you think best demonstrates your development and skills as a counselor?
3. What component(s) do you think best demonstrates your professional identity?
4. What component(s) do you think best demonstrates your knowledge and skills in your identified specialty area?
5. What component(s) would you like to have revised or changed?
6. What is your evaluation of the portfolio process and in what ways has it been or not been beneficial to you?