

TTU Counseling Psychology Doctoral Program
Annual Review and Qualifying Exam Portfolio

Student Name

Academic Year

I am submitting this document as (check one)

My Annual Review

My Doctoral Qualifying Exam

Students will submit a completed portfolio each year using the instructions on the following pages to format their document. Each year, students will build on what was submitted during the previous academic year, creating a new, cumulative training document. If the portfolio is being submitted as your qualifying exam, then it may be turned into your advisor by either **November 10th or by April 15th**. If, however, you are only turning in your annual report those are due each year by **April 15th**. These are the only times portfolio reviews will take place. Reviews will not occur in the summer.

The purpose of this portfolio is to demonstrate the developmental acquisition of competence in specific areas of training relevant to professional practice. This demonstration of acquiring competence includes both course content for basic experience, as well as via non-class assignments for the development of applied competencies. One would not attempt to claim adequate competency when one is first learning a skill. Faculty will likewise only be able to sign off for skills and areas of competence for which they 1) have expertise and 2) the ability to supervise your progress. If in doubt, you should discuss the areas of competence and your planned approach to demonstrating competency with your advisor. Note that any part of the portfolio can be judged as not up to standard and that students may be asked to repeat a competency skill (e.g., assessments).

For Annual Reviews, these documents will be reviewed by the student's advisor and summarized to the faculty during the end of long-semester meetings (Fall, Spring). The faculty will review the portfolio each year and determine whether the students have made sufficient progress for that year. This evaluation of progress will be reflected both on the signature page of the portfolio as well as in the end year evaluation form the student receives from their advisor.

For the Qualifying Exam, a similar process will take place with the student's advisor reviewing the submitted documents and summarizing the components to the faculty during the end of long-semester meetings (Fall, Spring). The essay components of the Qualifying Exam (Section 8, 9, and 11) will be reviewed by two faculty readers. If essays are determined to need more work by the readers, the student will be asked to revise their essay before it can be approved.

The portfolio will be comprised of the following domains and sections of coverage:

Annual Review (Annual Documentation Update Required)

- Curriculum Vita.
- Section1: Coursework completed
- Section 2: Research and statistical ability
- Section 3: Research competency, Dissemination
- Section 4: Research competency, Study administration

- Section 5: Psychological assessment
- Section 6: Clinical intervention
- Section 7: Clinical documentation

Qualifying Exam (One-time Completion)

- Section 8: Individual and cultural differences
- Section 9: Ethics and professional practice
- Section 10: Communication and interpersonal skills
- Section 11: Professional values and attitudes

Annual Review

Sections 1-7 should be completed each year. These sections provide an annual formative update on training and competency in health service psychology. Not included in the recognized sections below is the requirement of your up-to-date C.V. with this document.

For your Qualifying Exam, insert your full C.V. here.

For each **annual review**, submit an abbreviated C.V. (2-page max, a common field length for abbreviated C.V.'s) inclusive of work conducted during the past academic year since submission of your previous annual review.

Section 1: Coursework

1. List your grades for each of the classes within the listed sections. These grades reflect knowledge-based advancement of APA-required domains of training for health service psychology. If you failed a course, withdrew from a course, or otherwise had to take leave for any reason, that course should stay listed to show experience, progress, and growth throughout the training experience.

[illegible]

Discipline-Specific Knowledge

- History and Systems
- Emotion and Social Aspects of Behavior
- Biological Aspects of Behavior
- Cognitive Aspects of Behavior
- Developmental Aspects of Behavior
- Research Methods
- Statistical Analysis
- Psychometrics (optional)

Profession-Wide Competencies

- Research
- Ethical and Legal Standards
- Individual and Cultural Diversity
- Professional Values, Attitudes & Behavior
- Communication and Interpersonal Skills
- Assessment
- Intervention
- Supervision & Consultation

Section 2: Statistical Skills Acquired Beyond Coursework

In this section you are to indicate where you have performed the listed statistical procedure that does not include what you have done in your courses. You are to attach a copy of the work product which shows the analyses you have used. For example, include a copy of the submitted or accepted abstract as a separate page in this portfolio. Another option is to use an image of the poster presentation shrunk to a single page, or a copy of notes/presentation for oral presentations. If you are using a thesis or dissertation, please have your advisor sign off to signify you have completed the analysis(es). If you are including a manuscript that was published, including only the first page with the abstract and information on journal. Do the same if the manuscript was submitted but not published. You are required to acquire a minimum of 4 competencies. You can repeat competency (e.g., using the same method in a poster or thesis, but you must have at least two competencies from different categories). Additionally, one competency must be where you are listed as the first author. Lastly, you cannot meet all your competencies using only your thesis. To clarify, if you choose to use your thesis project to fulfill some of these competencies, you will need a second project to fulfill at least one other statistical competency. An example is provided below for the document description needed for each statistic.

Example:

Statistical Analyses	Document
<i>Bivariate Correlation</i>	Thesis, poster presentation, manuscript
<i>ANOVA/T-test</i>	Poster presentation

Statistical Analyses	Document	Advisor Signature
<i>Bivariate Correlation</i>		
<i>ANOVA/T-test</i>		
<i>Chi Square Test</i>		
<i>Linear Regression</i>		
<i>Multiple Regression</i>		
<i>Moderation</i>		
<i>Mediation</i>		
<i>Multiple Regression</i>		
<i>ANCOVA/MANCOVA</i>		
<i>Factor Analysis (PCA, EFA, CFA)</i>		
<i>Latent Person Modeling (LCA, LPA)</i>		
<i>Longitudinal Path/SEM Modeling</i>		
<i>Effect Size (e.g., d,g,phi, r, v, etc.)</i>		
<i>Meta-Analysis</i>		
<i>Network Analysis</i>		
<i>Item Response Theory</i>		
<i>Qualitative Analysis</i>		
<i>Machine Learning</i>		

Section 3: Research Competencies in Product Creation

You are required to acquire a minimum of 4 research competencies. These competencies can be demonstrated by submissions to conferences or submissions of manuscripts or grants. One competency must include you as first author. Your thesis and dissertation are separate from the competencies listed in the table. Additionally, you can only use one category once. That is, if you submit a poster proposal to APA you would have to choose whether to count that as a national conference submission or a poster presentation. You cannot use one submission for more than one category. These guidelines are consistent with the program's requirement for research training as a critical aspect of your training.

	Outlet	Date	Advisor Signature
<i>Conference Abstract Submission</i>			
<i>University Conference Submission</i>			
<i>Regional Conference Submission</i>			
<i>National Conference Submission</i>			
<i>Poster Presentation Submission</i>			
<i>Poster Creation/Submission (F/A)</i>			
<i>Oral Presentation Submission</i>			
<i>Manuscript Submit (any author)</i>			
<i>Manuscript Submission (F/A)</i>			
<i>Manuscript Submission (any Author)</i>			
<i>Manuscript Accept (F/A)</i>			
<i>Small Grant Submission (<\$5,000)</i>			
<i>Large Grant Submission (>\$5,000)</i>			
<i>Submit Fellowship (NSF, NIH, etc.)</i>			

Milestone Documentation

Successful Proposal of Thesis Date

Successful Defense of Thesis Date

The proposal and dissertation will be submitted as part of your annual review. They are not expected to be completed for passing your qualifying exam.

Successful Proposal of Dissertation Date

Successful Defense of Dissertation Date

Section 4: Research Competencies in Data Collection and Study Administration

In addition to the dissemination methods described above in Section 3, you must also engage in research tasks prior to the creation of products (e.g., posters/papers/grants/etc.). This aspect of training focuses on how to collect data. You are required to complete a minimum of 5 Research Tasks from the table below. We ask you to describe the study topic to give a sense of specialization and development. It is recommended that you list 2-5 keywords, consistent with how APA keywords are generated. If in doubt of potential keywords, you should discuss the study with your advisor.

Research Tasks	Study Topic	Counseling Signature
<i>IRB Submission</i>		
<i>Qualtrics Survey Creation</i>		
<i>In Person Data-Collection</i>		
<i>Virtual Data-Collection</i>		
<i>Undergraduate RA Supervision</i>		
<i>APA Formatted Results/Tables</i>		
<i>Extracting Secondary Data</i>		
<i>Developing a Code Book</i>		
<i>Developing a Research Protocol</i>		

Section 5: Assessment Skills and Competencies Acquired Beyond Coursework

You are required to complete a minimum of one fully integrated deidentified assessment report (test battery) that employs Broadband measures, IQ measures and test validity measures. Select assessment methods that reflect the science of measurement and psychometrics and address relevant diversity characteristics in your report. Use multiple sources and methods relevant to the reason for the assessment. Include your interpretation of the assessment results. Relevant faculty will review your work product and sign off on your report if it meets the standards for an integrated assessment report.

Tests Utilized	Counseling Signature
Unstructured Interview	
Structured Interview	
<i>Comprehensive (e.g., SCID, DIVA)</i>	
<i>Symptom Specific (e.g., CAPS for PTSD)</i>	
Mental Status Interview	
Symptom Screening (e.g., PHQ, GAD)	
<i>In Assessment Case</i>	
<i>In Treatment Tracking</i>	
Broadband Measures	
<i>Normal Personality (e.g., NEO / IPIP)</i>	
<i>MMPI-2/RF/3</i>	
<i>PAI/PAI-2</i>	
<i>MCMI</i>	
<i>PAI-A or MMPI-A/RF</i>	
Stimulus Response	
<i>Rorschach (RPAS or CS)</i>	
<i>TAT</i>	
Intellectual Testing	
<i>WAIS-IV</i>	
<i>WASI-II</i>	
<i>WISC-V</i>	
Achievement Testing	
<i>Woodcock Johnson</i>	
<i>WRAT</i>	
Vocational Measures	
<i>Self-Directed Search</i>	
<i>RIASEC</i>	
<i>Strengths Inventory</i>	
Neuropsychological Assessment	
<i>D-KEFS</i>	
<i>WMS</i>	
<i>RBANS</i>	
<i>CVLT</i>	
<i>NAB</i>	
Performance of Symptom Validity	
<i>SIRS</i>	

<i>M-FAST</i>	
<i>WMT</i>	
<i>Ray FIT or FIT Delayed</i>	
<i>TOMM</i>	
<i>Victoria Symptom Inventory</i>	

Section 6: Clinical Intervention Experiences and Competencies - Theory

In this section you will complete two work products.

Task 1: The first task is to present a written advanced practicum case conceptualization. You may use a client you have seen, but the information must be deidentified consistent with APA ethical requirements and HIPAA expectations.

Task 2: The second task is to write your AAPI Theoretical Orientation Essay (500-word max)
From APPI:

“Describe your theoretical orientation and how this influences your approach to case conceptualization and intervention. You may use de-identified case material to illustrate your points if you choose.”

You should describe your theory pertaining to socio-emotional issues and articulate how your theory would address the etiology of client socioemotional issues and the theory of change. You should clearly specify the important tenants of your theory as well as how your theory would approach vocational issues.

If you integrate two or more theories in your clinical work, it is important to clearly articulate how you integrate multiple theories. A thoughtful integration addresses ways in which the theories may conflict or complement one another. You should discuss and clearly explain how potential conflicts are resolved in your approach with clients.

Examples:

- Psychodynamic approach in therapy: The role of a therapist is to help clients identify their issues and change their perspective on life.
- Psychotherapy versus cognitive behavior therapy: The benefits of cognitive therapy compared to other treatments.
- Therapeutic approaches in psychotherapy: The Humanistic-existential therapeutic style focuses on the individual's condition.

Include your essay in your portfolio under this section.

Section 7: Clinical Intervention Experiences and Competencies - Notes

You are required to demonstrate proficiency in at least 2 types of documentation. Again, examples should be part of the portfolio and de-identified completely, consistent with APA ethical requirements and HIPAA expectations.

Documentation Type	Practicum Supervisor Signature
SOAP Note	
DAP Note	
Narrative Note	
Intake Note	
EBP Template from US Gov	
Assessment Report Writing	
Termination Summary	

Advanced Developmental Evaluation Components

The following four sections are completed only at a single time-point, consistent with a summative (qualifying) approach to evaluation of student learning and preparation. This section contains two multicultural essays (including the APPI Diversity Essay), an ethics essay, an evaluation on interpersonal communication, and a professional identity component (the APPI Autobiographical Essay). Other core competencies of health service psychology (e.g., therapy, assessment, multicultural consideration, etc.) should be documented as growing and meeting qualifying expectations up to this point through the cumulative documentation produced during annual reviews.

Section 8: Multicultural Competencies

- The purpose of this section is to assess students' ability to integrate knowledge and recognition of individual and cultural differences when executing professional roles. This includes the ability to work effectively with co-workers, clients, and other professionals whose group characteristics may conflict with your own. This is due when you turn in your final portfolio for your qualifying exam and will be reviewed by two faculty.
- This essay should demonstrate your knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others, knowledge, awareness, and understanding of other individuals as cultural beings knowledge, awareness, and understanding of interactions between self and diverse others and an ability to apply knowledge, sensitivity, and understanding regarding individual cultural difference issues to work effectively with diverse others in assessment, treatment, and consultation.

To assess this, students are required to do two things.

Task 1. The first is to write your APPI Diversity essay (500-word max), which states:

"Describe how multicultural and diversity variables inform your case conceptualization and clinical practice." Use de-identified case material to illustrate your approach."

Your essay reflects your ability to work with clients and people from diverse backgrounds. You can speak about your own personal experiences and how these may influence your work. You should also include research and service experiences that demonstrate your ability to integrate diversity holistically.

Task 2: The second is to write a 300–500-word essay demonstrating how your own personal culture, attitudes, values, and biases have changed over the course of your matriculation and how this may affect how you interact with people who are different than you.

Section 9: Ethical and Legal Competency in Research and Practice

The purpose of this section is to demonstrate your knowledge and application of complex ethical and legal issues, including potential conflicts that may exist between the two. Your essay should include knowledge of relevant state laws, APA Principles, Standards and relevant codes, use of an ethical decision-making model, HIPAA considerations, and considerations of issues related to diversity. No essay is required until your Ethics course is completed (typically, the summer of the first year).

1. Create a vignette (of fewer than 500 words) that represents an ethical dilemma and explain what decision-making process you would use to address the issues at hand.

Program Year	Date	Faculty Signature	Faculty Signature

Section 10: Communication and Interpersonal Skills

This section will be filled out by faculty when the final version of the portfolio is turned in. The faculty will determine by a “yes” or “no” in each category whether the student has met the competency. To pass, the student must successfully complete each category.

Communication and Interpersonal Skills

	Completes assigned tasks in a timely fashion and in an acceptable format
	Appropriate interaction with peers, colleagues, staff, trainees, etc.
	Appropriate involvement in professional development activities (e.g., professional associations).
	Appropriate manifestation of professional identity, as demonstrated by attire and behavior judged by faculty and field-based partners to be appropriate for educational settings.
	Demonstrates ability to communicate effectively, in writing and orally to a range of audiences.
	Able to listen and be empathetic of others; respect for/interest in others' cultures, experiences, values, points of view, etc.
	Demonstrates awareness of impact on colleagues (faculty and students).

Section 11: Professional Values, Attitudes, and Development

In this section you are required to write your APPI Autobiographical essay (500 words max, consistent with APPI requirements for length). Here you should address such things as integrity, responsibility, your work ethic, reliability, self-motivation, loyalty, compassion, etc. This is due when you turn in your portfolio for your qualifying exam.

APPI Prompt:

“There is no correct format for this question. Answer this question as if someone had asked you, “tell me something about yourself.” It is an opportunity for you to provide the internship sites with information about yourself that may not be covered in other parts of the application. It is entirely up to you to decide what information you wish to provide, along with the format in which to represent it.

This is being submitted as: (check one)

Annual Review

Qualifying Exam Results

Student Name

Student Signature

This student has successfully completed the milestones necessary to pass their annual review for the academic year.

This student has NOT successfully completed the milestones necessary to pass their annual review for the academic year.

This student has successfully completed the milestones necessary to pass the qualifying exam and may be admitted to candidacy.

This student has NOT successfully completed the milestones necessary to pass the qualifying exam and cannot be admitted to candidacy at this time.

Date

Comments:

Advisor Signature

Date

Second Signature

Date