DEPARTMENT OF COUNSELOR EDUCATION AND FAMILY STUDIES

PH.D. COUNSELOR EDUCATION & SUPERVISION

Candidacy Examination Manual – Learning Outcomes Portfolio Guidelines*

2015-2016
Doctoral Competencies Counselor Education and Supervision

As a result of participating in the doctoral program in Counselor Education and Supervision students are expected to demonstrate mastery of all of the competency areas identified in the Doctoral Portfolio:

1. Teaching
2. Supervision
3. Counseling
4. Scholarship: Research, Publications (conceptual, quantitative, qualitative), Presentations, and Grant Work
5. Leadership and Professional Involvement (including service)

Demonstration of the competencies will be accomplished through portfolio components required of all students. These required components are identified within the individual competency areas. Competencies are to be demonstrated through artifacts, reflections, and/or reproductions selected by students, that best illustrate both competence and growth or change during doctoral studies.

In addition to the competency areas students will have specific reflection questions (see Appendix 2) that they are asked to respond to within their portfolios. All artifacts, reflections, and reproductions should reflect current, evidence-based professional practices. We expect that cultural sensitivity, current technologies, and appropriate legal and ethical standards will be evident in all components. References to the published literature should be provided.

Please note that a single reflection, reproduction or artifact may be used to demonstrate competence in multiple areas. One of the key aspects of artifact selection is the inclusion of rationale statements that provide clarification of why the specific submitted materials demonstrate the competency and how they may reflect personal and/or professional growth.

Definition of Terms

Portfolio: A selective, reflective, and collaborative collection of evidence used to document an individual’s development and accomplishments. The development of the portfolio should be ongoing and include materials sampled across time, required and elective courses, professional development and clinical experiences, and contents.

An individual’s portfolio will typically include the following components:

a. Artifacts - materials that are normally produced through coursework, clinical experiences, and professional development activities (e.g., treatment plans, research papers, conference presentation materials, course syllabi).

b. Reproductions - materials that reproduce actual practice (e.g., videotapes, audiotapes, verbatim transcripts).
c. Reflections - reflective statements that integrate explanations, development, and insights throughout an individual’s professional development. Reflection statements encourage individuals to consider their growth, professional challenges, learning within a personal and professional context, and the opportunity to consider professional identity on an individual basis.

**Student Competencies:** The awareness, skills, abilities, and knowledge one acquires as a result of participating in the doctoral program in Counselor Education and Supervision and related professional activities.

**Cultural Sensitivity:** The consideration of, and respect for, individual differences in all interactions. Such differences may include but not be limited to ethnic, racial and identity development, gender, age, culture, religion/spirituality, sexual orientation, disability status, and socioeconomic status.

**Developing the Portfolio**

Developing a portfolio requires careful and thoughtful consideration of what components to include. In this process the student should consider including works or materials that demonstrate change, growth, or insight into practice as well as professional development. In addition, compiling portfolio components should be a selective process, not an overly inclusive process.

Students will present their portfolios once during their doctoral program (i.e., at the end of all their doctoral coursework and prior to starting their dissertation work). The portfolio will be thoroughly evaluated using the Candidacy Exam Grading Rubric, after a formal presentation to the student’s advising committee. Students’ advising committees will be available throughout their program as they develop their portfolios.

**Portfolio Evaluation Rubrics and Scoring Criteria**

Portfolios are evaluated using a three point Rubric (see Appendix 1: Candidacy Exam Grading Rubric). Scores on this rubric are: 1-unsatisfactory, 2-competent, and 3-exemplary. Rubrics are used to evaluate the individual competencies within the five Competency Areas (i.e., Teaching, Supervision, Counseling, Scholarship, and Leadership and Professional Involvement).

1. Students who receive scores of 2 or higher in all of the 5 competency areas during their Initial Review and Feedback move on to the next stage of the Ph.D. program, dissertation writing.

2. Students who receive scores below 2 in any of the 5 competency areas will receive from their advising committee a detailed plan of remediation for the areas deemed insufficient. Once the student has completed this remediation, she or he resubmits the portfolio for Final Review and Feedback. Advising Committees will provide documentation of the remediation plan and the evaluation of the re-submitted competency area(s) (using a portfolio section evaluation form) for the student’s file.

3. Students may submit their portfolio for no more than two reviews during the portfolio review process. A student who does not successfully complete the remediation plan and receive
scores of 2 or above on all competencies during the Final Review and Feedback will not be able to complete the requirements for this degree. He/she will be dismissed from the program and awarded a Certificate of Advanced Graduate Studies.

Preparing for Portfolio Review: Initial Review and Feedback

The portfolio combined with an oral presentation with Power Point meets the Department of Counselor Education and Supervision’s requirements for the Doctoral Candidacy Examination. Students who successfully complete this exam will meet the Department's requirements for Candidacy and will advance to the Dissertation stage in the Ph.D. Program. Both a hard and electronic copy of the portfolio is required.

1. Students are to orally present their portfolio for Initial Review and Feedback to their advising committee after completing all required coursework but before registering for COUC 989 – Dissertation Proposal & Research. The student’s advising committee is responsible for formally evaluating the portfolio and for sharing the results/feedback with the student. The advising committee will share the results with the student within three weeks of receipt of the portfolio.

2. Evaluation may include a recommendation to progress to the next stage in the Ph.D. Program, dissertation writing, or a remediation plan resulting in Final Review and Feedback. A score of 2 or above on the scoring rubric indicates that a student has demonstrated competency within an area.

Preparing for Portfolio Review: Final Review and Feedback

Students who scored lower than 2 in any of the competency areas are to resubmit their portfolio to their advising committee for a Final Review and Feedback, after making specified changes as outlined by the student’s advising committee in their Initial Review and Feedback (remediation plan) document. Students should allow sufficient time (three weeks) for the advising committee to review their portfolio before final feedback is given to the student.
Competencies

Teaching Competencies

Teaching 1
Articulate a personal philosophy of teaching.

Teaching 2
Provide evidence of the ability to deliver competent instruction in a graduate-level counselor preparation program in a core course or a specialty course required for either school counseling or mental health students.

Teaching 3
Demonstrate skills, abilities, and knowledge associated with cultural competence in teaching.

Teaching 4
Use available technology to deliver/support instruction.

Teaching 5
Provide formative and summative feedback to students.

Teaching 6
Demonstrate respect for, and respond to, individual differences and learning styles of students.

Teaching 7
Identify and respond to ethical and legal dilemmas associated with counselor preparation and post degree counseling.

Teaching 8
Demonstrate behaviors associated with self-reflection and evaluation in teaching.

Required Components

To successfully meet the required teaching competency all students must submit the following artifacts, reflections, and reproductions that provide necessary evidence to meet the individual teaching competencies.

- A philosophical statement articulating principle influences from learning, motivation, developmental, counseling, and social-cultural theories; preferred teaching method(s); and, preferred assessment method(s).

- Student and supervisor evaluations from teaching internship

- Course syllabus and a minimum of one sample class lesson plan including objectives, outline of content, activities, class handouts, and method(s) of evaluation.
• Self-evaluation paper based on teaching experiences throughout one’s degree program. Include descriptions of particularly instructive experiences/challenges.

Supervision Competency

Supervision 1
Articulate your theoretical framework for supervision practice.

Supervision 2
Provide competent individual and/or triadic supervision for graduate-level counselors-in-training. This includes the ability to demonstrate the facilitation of growth and development of the supervisee as well as monitoring the services provided to the client.

Supervision 3
Provide competent group supervision for graduate-level counselors-in-training.

Supervision 4
Provide formative and summative feedback to supervisees.

Supervision 5
Demonstrate the ability to reflect on one's supervisory practice, style, and effectiveness and modify the same as needed to promote optimum growth and development of supervisees.

Supervision 6
Demonstrate the ability to accurately assess the learning needs of supervisees.

Supervision 7
Demonstrate respect for, and ability to respond to individual differences and learning styles of supervisees.

Supervision 8
Demonstrate skills, abilities, and knowledge associated with cultural competence in your supervision practice.

Supervision 9
Use available technology to deliver/support supervision.

Required Components

To successfully meet the required supervision competency all students must submit the following artifacts, reflections, and reproduction that provide necessary evidence to meet the individual supervision competencies.
• A philosophical statement of your supervisory theoretical model or approach that guides your supervision and how this is reflected in your supervisory practice.

• Supervisor disclosure statement.

• Weekly, midterm, and final feedback provided to supervisees.

• Demonstrate the use of a variety of supervision methods/interventions.

• Self-evaluation paper based on the cumulative supervision experiences throughout your degree program. Include descriptions of particularly instructive experiences/challenges.

• Self-analysis based on a review of videotapes from supervisory sessions.

• Video clips from supervisees with different learning needs.

Counseling Competency

Counseling 1
Articulate a personal theory of individual counseling and discuss how this is reflected and demonstrated in your counseling practice.

Counseling 2
Articulate a personal theory of group counseling and discuss how this is reflected and demonstrated in your counseling practice.

Counseling 3
Identify and respond to ethical and legal dilemmas associated with counselor/client interactions.

Counseling 4
Demonstrate skills, abilities, and knowledge associated with cultural competence in counseling.

Counseling 5
Use available technology to support counseling services.

Counseling 6
 Demonstrate the ability to recognize potential impact of bias on assessment, diagnoses, and treatment plans.

Counseling 7
Demonstrate knowledge of the appropriate use of standardized instruments in the assessment process, including consideration of measurement selection, application, and interpretation.

Required Components
The following are examples of artifacts, reflections, and reproductions that provide necessary evidence to meet the counseling competencies.

- A philosophical statement of your counseling theory or approach to individual and group counseling.
- Video clips or transcripts demonstrating the use of a variety of strategies and interventions that reflect your personal theories for individual and group counseling.
- A case study or case studies in which you discuss how you developed/addressed specific competencies.
- Redacted case notes that may include references to ethical issues/concerns, cultural considerations, how you approached the use of standardized instruments, and/or use of technology as part of your counseling plan (not taping of your session but use of technology with your clients or having them use computer or internet-based programs).
- A sample/redacted treatment plan with DSM diagnosis, rationale, methods of assessment.
- A sample test results report prepared for either a client or a third party.

**Scholarship Competency**

**Scholarship 1**
Demonstrate knowledge of scientific method, including appropriate sequence of activities involved in research project development.

**Scholarship 2**
Demonstrate the ability to apply a variety of research methods to plan and evaluate programs and services within the profession.

**Scholarship 3**
Identify and respond to ethical and legal dilemmas associated with research involving human participants.

**Scholarship 4**
Use appropriate technology to support research activities.

**Scholarship 5**
Demonstrate multicultural sensitivity in research activities.

**Scholarship 6**
Demonstrate the ability to produce a manuscript suitable for publication in a peer-reviewed journal.
Scholarship 7
Demonstrate the ability to produce a proposal suitable for presentation at a professional state, regional, and national conference as the sole or primary presenter.

Scholarship 8
Identify and respond to a request for proposal to fund an appropriate research or service project.

Required Components
The following are examples of artifacts, reflections, and reproductions that provide necessary evidence to meet the scholarship competencies.

- A philosophical statement about your identity as a researcher that includes your developing thematic focus or research agenda
- An integrated review of the literature leading to the generation of research questions
- IRB Protocol you created as part of a class and/or that you submitted to the IRB.
- Manuscript submitted to a peer reviewed journal with acknowledgement of receipt from the editor or editorial reviews
- Response to an RFP (grant proposal), including requesting a research grant from a professional association such as ACES or another ACA division
- Proposal submitted to a professional organization for presentation at a conference
- Evaluations from conference presentations
- Materials used in presentations
- Sample needs assessment, program evaluation, and other work related survey instruments
- Outcome studies, single case studies, and evaluation of the effectiveness of an intervention in your counseling practice

Leadership and Professional Involvement

Leadership 1
Articulate personal leadership style and reflect on the development of this style in relationship to the training and supervision of counselors.

Leadership 2
Demonstrate intentionality in the planning of one’s professional development activities (university, professional, community).
Required Components

The following are examples of other artifacts, reflections, and reproductions that provide necessary evidence to meet the leadership and professional involvement competencies.

- Flyers, brochures, and other materials reflecting service activities in which you took a leadership role
- Proof of membership in professional and honorary organizations
- Certificates of appreciation for exceptional service
- Proof of volunteer activities
- Reflections on reactions to participating in “networking” activities such as informal and formal professional proceedings.
Appendix: 1

Ph.D. Counselor Education & Supervision – Liberty University
Candidacy Exam Grading Rubric-
Doctoral Portfolio Competencies Summary of Ratings Prepared by Advising Committee

Student: ____________________

Review Stage: _____ Initial Review and Feedback  _____ Final Review and Feedback

Date: ______________________

Teaching Competency

Overall Rating: _____ 1 – Unsatisfactory  _____ 2 – Competent  _____ 3 – Exemplary

Comments:

Supervision Competency

Overall Rating: _____ 1 – Unsatisfactory  _____ 2 – Competent  _____ 3 – Exemplary

Comments:

Counseling Competency

Overall Rating: _____ 1 – Unsatisfactory  _____ 2 – Competent  _____ 3 – Exemplary

Comments:
Scholarship Competency

Overall Rating: _____ 1 – Unsatisfactory _____ 2 – Competent _____ 3 – Exemplary

Comments:

Leadership and Professional Involvement

Overall Rating: _____ 1 – Unsatisfactory _____ 2 – Competent _____ 3 – Exemplary

Comments:

Overall Evaluation and Outcome

_____ Received scores of 2 or higher in all 5 competency areas during the Initial Review and Feedback and may move on to the next stage in the Ph.D. Program, dissertation writing.

_____ Received scores less than 2 in one or more competency areas. Remediation plan provided; student asked to revise and resubmit portfolio.

_____ Resubmitted portfolio for Final Review and Feedback, received scores of 2 or higher in all 5 competency areas, and may move on to the next stage in the Ph.D. Program, dissertation writing.

_____ Resubmitted portfolio for Final Review and Feedback, received scores less than 2 in one or more competency areas. Student is dismissed from Ph.D. Program and awarded a Certificate of Advanced Graduate Studies.
Ph.D. Counselor Education & Supervision – Liberty University
Doctoral Portfolio Reflection Questions

Reflection questions provide an opportunity to consider one’s personal, academic, and professional development and identity. Consider your responses in this broad context and in reference to your individual experiences. Questions may require you to discuss learning experiences, difficult situations, or personal philosophies. Responses should demonstrate thought, integration of information, and personal perspectives; there are, however, no “correct” responses.

Please include your responses to the following statements/questions below for faculty to read during your portfolio review.

**Supervision Competencies**
1. For you, what has been the most challenging aspect of being a supervisor? How have you handled this issue?
2. Discuss the ways you have handled evaluation in supervision and how this was integrated into the overall supervisory process.

**Teaching Competencies**
1. Discuss how your teaching experiences have shaped your own teaching philosophy.
2. As an educator, in what ways have you learned from your students?

**Research and Scholarship Competencies**
1. Consider how you might define or outline your developing research focus or agenda.
2. Discuss a challenging aspect of a research study in which you have participated. Consider what this experience taught you about research and how it will influence your future research activities.

**Counseling Competencies**
1. Consider a difficult client or client issue you have encountered and describe how this has impacted your development as a counselor.
2. Based on your counseling experiences, in what ways will you be able to assist students or counselors in learning how to work with clients of diverse backgrounds?

**Leadership and Professional Involvement Competencies**
1. How have your experiences in professional organizations, student groups, or departmental activities shaped your style of leadership and your perceptions of professional involvement as a counselor educator?
2. During your doctoral training, what has been the most influential experience in reference to shaping your professional identity?

*Adapted from the University of Virginia Counselor Education Doctoral Program Portfolio.*