# Doctoral Portfolio

Doctor of Philosophy in Health Education Program
School of Population Health
College of Health and Human Services
University of Toledo



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# Doctoral Portfolio

The use of a portfolio to document competency is emerging as a major trend in education in the United States. The Health Education Doctoral Portfolio is a means for students to document what they have learned and how they have applied that learning during their academic career at the University of Toledo.

All doctoral students in the Health Education program are required to develop a portfolio to document the acquisition of knowledge, skills, and competency in the following six domain areas:

| |
|---|
| 1. Research |
| 2. Teaching |
| 3. Assess Needs, Plan, Implement, and Evaluate Health Education Programs |
| 4. Grant Writing |
| 5. Service |
| 6. Advocate for Health and the Health Education Profession |

Each of these domains includes delineated Skill Expectations in which students need to demonstrate their competency through a narrative description and collected evidence or artifacts. As a culminating experience, each doctoral student will be required to defend their competency in each of the domains through a presentation of their portfolio to their academic program committee. This will be a component of the major oral examination.

Each student will be required to identify **three** of the aforementioned domains as their primary focus (demonstrated excellence [score of 4.33]) and three secondary domains (demonstrated competence [score of 3]). Because this is a PhD program, every student must select:

Domain #1 (Research) as a primary domain.
Domain #2 (Teaching) **_and/or_** #3 (Asses Needs, Plan, Implement, and Evaluate Health Education Programs).

If the student elects both Domain #2 and Domain #3 as their primary, the Domains #4-6 will be the secondary domains. If they select one (either #2 or #3), then they will choose one of the remaining domains to be the primary and the other there will become secondary. The expectations for the primary domains are greater than for the secondary domains. This is described later in the "Evaluation/Defense of the Portfolio" section.

# Doctoral Portfolio

## Getting Started in Developing the Portfolio

Creating and maintaining a portfolio requires time, discipline and commitment. You need to start planning and preparing the portfolio early in your studies.

> **You will want to schedule a meeting with your academic advisor at least once each semester to review your progress and ensure that you are on the right track and to provide guidance on how best to seek opportunities to strengthen areas of weakness.**

In choosing a cognate and elective courses, research endeavors, and community engagement activities, it is important to consider what will provide you with the strongest opportunities to develop the knowledge and skills to meet and document the achievement of the 6 domains.

You will gain knowledge, skills, and evidence from your classes that can be used in your portfolio. While class work is able to be used, it might not be sufficient to earn a "competent" score in your portfolio grading. Because of group work and some assignments in which you are learning partial skills, you may need to add additional experiences to become competent in the variety of skill expectations noted for a particular domain. While it would be ideal, it is not necessary to demonstrate competency in all skill expectations from one activity/project/assignment. We fully expect that most students will piece together experiences to demonstrate their competency across those skill expectations.

The portfolio should be viewed as a synthesis of the work done throughout the entire doctoral program. While it is not due until the end of the program (during oral exams), it is recommended that evidence be collected each semester and notes be taken to describe your role in the activity. This will help as you start compiling all of the information into your final portfolio.

## Domain Review

Each semester, students are expected to meet with their academic program advisor to review the evidence and the notes about that evidence. The advisor will provide their assessment regarding the progress that is being made towards each of the domains. This information will assist you with selecting additional activities to seek in order to be successful by the end of the program in meeting the expectations for your primary and secondary domains. At the end of your second year, you must schedule a meeting with your whole committee (or at least each committee member) to have them review the portfolio and to provide additional feedback.

# Doctoral Portfolio

**<u>Portfolio Structure</u>**

It is expected that each student will develop their portfolio in an electronic format. This will include Word documents, scanned documents, pictures, and other relevant files that help to document the skill expectation evidence. Each of the sections listed below should be developed as a separate electronic file. At the end, all of these files will be organized and combined into one large document (pdf). Due to file size, videos should be maintained separate from the rest of the portfolio files. Please use the following sections when organizing your portfolio materials:

| Required Portfolio Sections |
|---|
| Cover Page |
| Table of Contents |
| Current Vitae |
| Teaching Philosophy |
| Research Statement |
| Narrative Summary of Domains (14 pages maximum)<br>   a. Start each domain on a new page and include a title on that page indicating the domain.<br>   b. Make sure that, after reading the narrative, the reader can see that all of the skill expectations for the domain were addressed in narrative form.<br>   c. <u>Synthesize</u> your experiences for that domain using superscript letters to indicate which appendix holds the evidence that is being described. You may have multiple appendices referenced in a single sentence. Do not separately describe every activity if you have multiple that address the same skill. Do not use a list or bulleted style here.<br>   d. Include appendices at the end (these do not count towards your 14-page limit). |
| Appendices:<br>   a. Labeled Appendix A, Appendix B, etc.<br>   b. Please note, a given Appendix may be used across multiple domains if the activity was sufficiently complex. Make sure that it is clear which part of the activity is being included in the narrative.<br>   c. Please review your work and think to yourself, "Did I really gain competency in this domain based on the identified skill expectations to include this in my portfolio?"<br>   d. It is not necessary to include every single experience that you had for a given domain. If you have sufficiently strong evidence from good quality work, feel free to leave out the partial or weaker examples which may address the domain but to a lesser degree. |

# Doctoral Portfolio

## Evaluation/Defense of the Portfolio

While you need to meet with your academic program chair every semester and the entire committee at least once during the program to go over your portfolio, **all committee members must receive an electronic copy of your completed portfolio at least 4 weeks prior to your oral exam**.

The official scoring of the portfolio will take place during your oral examination and will reflect both your written work and the oral presentation detailing that work.

- ➢ For primary domains, the average score must be a 4.33.
- ➢ For secondary domains, each domain must receive a score of a 3+.
- ➢ These scores reflect the quality of the experiences as described in the narrative and as included in the appendices.

**Domain Grading Rubric**

| |
|---|
| **5 – Exemplary** |
| The narrative for the domain is an excellent synthesis of how the skills within the domain were met through the provided evidence. The evidence provided demonstrates an exemplary level of work for a doctoral graduate student. |
| **4 – Strong** |
| The narrative for the domain is a well-developed synthesis of how the skills within the domain were met through the provided evidence. The evidence provided demonstrates a strong level of work for a doctoral graduate student. |
| **3 – Competent** |
| The narrative for the domain describes how the skills within the domain were met through the provided evidence. The evidence provided demonstrates an acceptable competence level for a doctoral graduate student. |
| **2 – Minor Improvements Needed / Additional Evidence Needed** |
| The narrative lacks detail, clarity, and/or quality. The evidence provided for the domain is not aligned with the skill expectations or is missing skill expectations. With better writing and/or minor additional efforts or activities, the student may be able to shift to "competent" |
| **1 – Major Improvements Needed / Much More Evidence Needed** |
| Poorly written narrative. Little to no evidence was included which matched the domain. Significantly better writing and/or significantly more evidence will be needed before the student could earn a "competent" |

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We recognize the unique attributes of our students and the fact that many come with a variety of experiences before starting the PhD program.

Because of this, the evidence for your portfolio need not be solely from the doctoral program nor even from your time while here at UT. You are encouraged to include appropriate experiences that you may have had prior to coming into the doctoral program.

This may be job related, associated with volunteer work, or from previous educational experiences. The only thing that matters is that you can provide documentation that is directly relevant to the health education domain areas, and provides evidence of competency or excellence.



It is also understood that some students are interested solely in research and have no desire to teach. Furthermore, they may have no opportunity to gain teaching competency during their doctoral program. In these particular cases, a student can discuss the issue with their program committee and request to be exempt from assessment in Domain 2 – Teaching. Receiving exemption is not automatic and is only permitted by committee decision. In the cases where this exemption takes place, the student is expected to score a "5" in the Research domain.

# Port folio Asse ssme nt

**Student Name:**

**Date Assessed:**

| Domain 1: Conduct Health Education Research | |
|---|---|
| *Skill Expectations:* <br> ✓ Employ ethical standards when conducting health education research <br> ✓ Conduct a review of the literature on a health topic <br> ✓ Formulate research questions <br> ✓ Align research questions with appropriate research methods <br> ✓ Develop or select appropriate data collection instruments <br> ✓ Collect and analyze data <br> ✓ Interpret research results <br> ✓ Disseminate research results | **Comments/Feedback:** |

**Score (circle one):**

| 5 <br> Exemplary | 4 <br> Strong | 3 <br> Competent | 2 <br> Needs minor Improvement | 1 <br> Needs major improvements |
|---|---|---|---|---|

# Port folio Asse ssme nt

## Domain 2: Teaching

**Skill Expectations:**
- ✓ Employ ethical standards when planning for and teaching health education courses
- ✓ Demonstrate strong content knowledge in the area(s) of course(s) taught
- ✓ Create a complete and detailed course syllabus
- ✓ Plan effective health lessons/lectures/modules for classroom and online learning
- ✓ Teach health lessons/lectures utilizing a variety of effective strategies
- ✓ Develop a variety of assessment methods
- ✓ Improve the quality of the lessons/lectures/course based on student feedback and personal reflection
- ✓ Write a professional growth plan to improve future teaching

**Comments/Feedback:**

**Score (circle one):**

| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Exemplary | Strong | Competent | Needs minor Improvement | Needs major improvements |

# Portfolio Assessment

## Domain 3 (part 1): Assess Needs, Plan, Implement, and Evaluate Health Education Programs

| | Comments/Feedback: |
|---|---|
| *Skill Expectations:* <br><br> ✓ Apply ethical standards when assessing needs, planning, implementing, and evaluating health education programs. <br><br> *Area 1: Conduct a Health Education Needs Assessment* <br> ✓ Plan a health education needs assessment <br> ✓ Collect appropriate existing information and data to assess health needs <br> ✓ Collect appropriate primary qualitative and/or quantitative data to assess health needs <br> ✓ Examine factors that enhance or compromise the process of health education <br> ✓ Analyze, synthesize, prioritize, and report assessment findings <br><br> **Area 2: Plan Health Education Programs** <br> ✓ Define the priority populations and involve stakeholders in the planning process <br> ✓ Develop goals and objectives <br> ✓ Select or design strategies and interventions <br> ✓ Develop a scope and sequence for the delivery of health education <br> ✓ Analyze factors that affect program implementation | |

# Portfolio Assessment

## Domain 3 (Part 2):
## Assess Needs, Plan, Implement, and Evaluate Health Education Programs

| | Comments/Feedback: |
|---|---|
| *Skill Expectations:*<br><br>*Area 3: Implement Health Education Programs*<br>✓ Implement a plan of action<br>✓ Monitor implementation of health education<br><br>**Area 4: Evaluate Health Education Programs**<br>✓ Develop an evaluation plan<br>✓ Design instruments to collect evaluation data<br>✓ Collect and analyze evaluation data<br>✓ Interpret results of the evaluation<br>✓ Apply findings from the evaluation | |

**Score (circle one):**

| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Exemplary | Strong | Competent | Needs minor Improvement | Needs major improvements |

# Portfolio Assessment

## Domain 4: Grant Writing

*Skill Expectations:*

- ✓ Employ ethical standards when writing health related grants
- ✓ Use appropriate search tools to locate attainable health related grants
- ✓ Follow the steps required by the funding agent when applying for a health related grant (e.g., grant sections, deadlines, format)
- ✓ Utilize applicable skill expectations from other appropriate Domains to write a health related grant.
- ✓ Develop a budget that meets the requirements of the funding agent and the University of Toledo (e.g., direct budget, in-kind, indirect costs, overhead)
- ✓ Complete a high quality grant application [submission encouraged]

**Comments/Feedback:**

**Score (circle one):**

| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Exemplary | Strong | Competent | Needs minor Improvement | Needs major improvements |

# Portfolio Assessment

| Domain 5: Service | |
|---|---|
| *Skill Expectations:*<br><br>✓ Employ ethical standards when performing service in the community and to the health education profession<br>✓ Provide service to the community<br>✓ Provide service to the health education profession<br>✓ Develop a personal plan for professional growth and service | **Comments/Feedback:** |

**Score (circle one):**

| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Exemplary | Strong | Competent | Needs minor Improvement | Needs major improvements |

# Portfolio Assessment

| Domain 6: Advocate for Health and the Health Education Profession | |
|---|---|
| *Skill Expectations:*<br><br>✓ Employ ethical standards when advocating for health and the health education profession<br>✓ Work collaboratively on an advocacy initiative (health-related policies, regulations, laws, or rules)<br>✓ Create an advocacy plan using appropriate strategies and tactics<br>✓ Use data to develop and support advocacy messages | **Comments/Feedback:** |

**Score (circle one):**

| 5<br>Exemplary | 4<br>Strong | 3<br>Competent | 2<br>Needs minor Improvement | 1<br>Needs major improvements |
|---|---|---|---|---|