

Comprehensive Portfolio Requirements Revised July 2023

Instructions: This handout describes the documents or “artifacts” that you are asked to submit to your committee in the form of a portfolio for your comprehensive exams. The purpose of each artifact is to provide evidence that you have mastered a specific skill or acquired a body of knowledge necessary to function effectively during internship and as a new professional after graduation. Because the emphasis is on demonstrating knowledge and skills, if you have completed a course assignment or other work product that you believe provides substantially the same evidence of your mastery as a particular artifact, you may ask your advisor’s permission to submit this written work for your portfolio in lieu of an artifact.

Please clearly label each artifact using the subheadings below. Each artifact should begin on a new page. You must use APA style for each written assignment. However, please use single spacing for any documents you are creating for the first time for this portfolio. Insert a blank line between single spaced paragraphs. (Of course, you are not required to change the format of work products created previously that you submit to meet requirements of a particular artifact.)

For artifacts created for this portfolio, use 12-point font, with 1-inch margins on all sides. Some artifacts have guidelines for total length of the paper. If no guideline is specifically mentioned, you should write only as much as you believe is necessary to adequately meet the requirement. Your submitted portfolio becomes the property of the program because it will be needed for our APA accreditation site visit. Include a cover page for your portfolio as follows, with each line centered, and double spacing between each line except as noted:

Portfolio Submitted in Partial Fulfillment of the Requirements for Doctoral
Comprehensive Examinations Counseling Psychology Program University of
Tennessee

<< space down one inch>> your name month and year

Some of the points below do not involve written material, but instead provide suggestions about questions to anticipate for your oral examinations. *Items not requiring a written response will be in italic type.* You are encouraged to prepare brief written outlines that will be useful to use as study aids to answer these questions. You are not required to provide copies of these outlines in the portfolio, but you are welcome to do so if you wish.

*****Please remember to email a PDF copy of your portfolio to the Program Administrative Assistant after your oral exam and making any revisions that are needed.*****

A. Self-Assessment and Professional Development Plan

A.1. Your updated curriculum vita, formatted as you would for your internship application.

A.2. Practicum Training Documentation form, summarizing the hours of clinical training you have completed in various categories required by the AAPI internship application.

A.3. Autobiographical Essay. [Note: This artifact is the answer to Essay #1 that will be required on your internship application "AAPI." Your answer must be limited to 500 words or less.] Please provide an autobiographical statement. There is no "correct" content to include. Answer this question as if someone had asked you, "tell me something about yourself." It is an opportunity to provide the internship site with a personal statement in order for them to get a sense of you as a person.

A.4. Career goals statement. Please provide a paragraph describing your anticipated career goal—including the job or position you plan to pursue immediately after graduation; 3-5 years post-graduation; and 7-10 years post-graduation. What responsibilities and activities will each of these positions involve? Include a description of the additional credentials that you will need for these positions (e.g., licensure as a psychologist, academic tenure, status as a health services provider).

A.5. Self-Assessment of Competencies. Using the remaining domains of this portfolio as a framework, write two paragraphs for each domain describing your current assessment of your professional competencies. In particular, what you view as (a) your strengths in a given domain, and (b) the knowledge or skills you believe you still need to acquire in this domain to function in the career you have described in your Career Goals Statement. Note that your answer to "b" for some domains may include further preparation beyond doctoral training. Finally, describe your goals for internship training, and how you hope your internship will help advance your professional competencies.

B. Research Competencies

B.1. Research interest area. Please describe your research experience and interests [Note: This artifact is the answer to Essay #4 that will be required on your internship application "AAPI." Your answer must be limited to 500 words or less.]

B.2. Pursuing the same general research area with other approaches. Provide a brief (1-2 page) summary of your dissertation research (brief rationale, purpose/research question, significance) and the type of general research design you are using (e.g., qualitative, correlational, experimental or quasi-experimental). Next, choose an alternative general research design (one that you are not using in your dissertation and that you did not use in your masters' thesis) and write a Method section that includes a data analysis plan for it. This research design does not have to closely parallel the research questions for your dissertation, but it should be an investigation pursuing the same general area of research described. For example, if in B.1 you described an interest in multicultural counseling competencies (MCCs), and for your dissertation you described a study investigating how counselor's self-estimates of MCCs were correlated with supervisors' evaluations and with client satisfaction, for this artifact you would need to describe either a qualitative study of MCCs, or an experimental study of MCCs, but neither would necessarily need to involve supervisors' ratings or client

satisfaction. For this artifact you do not need to provide a full introduction, but your Method section should be preceded with a “the purpose of this study is” statement that includes your research questions/hypotheses. Match the tone and content of APA Method sections, except that you will use the future tense. Generally, this should be 3-5 single spaced pages, depending on the number of measures and extent of detail required to adequately describe the procedures and proposed data analytic plan. Be sure to follow the relevant reporting standards for your chosen research design type (i.e., Applebaum et al., 2018; Levitt et al., 2017, 2018). For example, a qualitative Method section should describe the particular paradigm your study will follow (e.g., Grounded Theory, Phenomenological, Mixed Methods, CQR), together with the procedures that are appropriate to this paradigm for ensuring trustworthiness and credibility of the data. An experimental and correlational or quasi-experimental Method section should present the results of a power analysis indicating how many research participants will be needed to ensure statistical power of .80 for the effect sizes you expect. Experimental designs should describe manipulation checks, if appropriate. Information on validity and reliability should be provided for all measures.

APA JARS-Quant: <https://apastyle.apa.org/jars/quantitative>

Reference: Appelbaum, M., Cooper, H., Kline, R. B., Mayo-Wilson, E., Nezu, A. M., & Rao, S. M. (2018). Journal article reporting standards for quantitative research in psychology: The APA Publications and Communications Board task force report. *American Psychologist*, 73(1), 3-25. <http://dx.doi.org/10.1037/amp0000191>

APA JARS-Qual: <https://apastyle.apa.org/jars/qualitative>

Reference: Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Josselson, R., & Suárez-Orozco, C. (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: The APA Publications and Communications Board task force report. *American Psychologist*, 73(1), 26-46. <http://dx.doi.org/10.1037/amp0000151>

Levitt, H. M., Motulsky, S. L., Wertz, F. J., Morrow, S. L., & Ponterotto, J. G. (2017). Recommendations for designing and reviewing qualitative research in psychology. Promoting methodological integrity. *Qualitative Psychology*, 4(1), 2-22. <https://doi.org/10.1037/qup0000082>

Link: <https://www.apa.org/pubs/journals/features/qua-qup0000082.pdf>

B.3. Knowledge of important themes in contemporary counseling psychology research.

Select one article published within the past three years that is not directly related to your dissertation research and which represents an important contribution with the potential to shape the direction of the field of counseling psychology. The manuscript may be an empirical or conceptual/theoretical paper, and it should come from a journal such as *Journal of Counseling Psychology*, *The Counseling Psychologist*, *Cultural Diversity and Ethnic Minority Psychology*, *Journal of Diversity in Higher Education*, *Journal of Vocational Behavior*, *Psychology of Sexual Orientation and Gender Diversity*, *Psychology of Women Quarterly*, etc. First, summarize/describe the research design and key findings and/or theoretical arguments of the manuscript, and then explain how this manuscript represents an important frontier for research in counseling psychology.

C. Multicultural Competencies

C.1. Self-awareness. Prepare an essay demonstrating your self-awareness of your multicultural self. This statement should include personal explorations into your social identities (e.g., disability status, ethnicity, gender identity, race, religion and spirituality, sexual orientation, social class) and your socialization related to these identities (including resulting worldviews, values, and biases). That is, you should explore critical incidents or influences (positive or negative) that have contributed to your cultural self-awareness (e.g., family, media, school, religious institutions) and how these have shaped your multicultural self. Be sure to include your understanding of the ways in which power, privilege, and oppression have operated, either consciously or unconsciously, throughout your life. Finally, please explain how this “multicultural life story” influences your cultural competence and humility as a researcher, clinician, and advocate. You may use your sociocultural autobiography paper from your Multicultural Psychology class as a starting point for this artifact. However, you are expected to update this paper by incorporating what you have learned and how you have developed in your awareness of your identities from your first year in the program until now.

C.2. Experience with diverse populations. Describe how multicultural and diversity variables inform your case conceptualization and clinical practice. Please use deidentified case material to illustrate your approach. [Note: This artifact is taken directly from the AAPI, as revised for the 2022-2023 internship application cycle. Your answer must be 500 words or less.]

C.3. Multicultural counseling and case conceptualization. Becoming a culturally competent counseling psychologist includes increasing awareness of one’s own cultural values and biases, knowledge of others’ cultures and worldviews, skills for culturally appropriate interventions, and one’s cultural humility. To demonstrate your multicultural awareness, knowledge, and skills as a counseling psychologist, you will be given a case vignette of a client that requires you to apply multicultural competencies. Using the case vignette, please discuss your conceptualization of the client, what additional information you would like to know and how you would obtain it, and how you would work with the client. In your case conceptualization, be sure to discuss relevant APA guidelines (e.g., the Multicultural Guidelines; Guidelines for Psychological Practice with Girls and Women; Transgender and Gender Non-Conforming People). Students will be given the case vignette during the summer before you plan to complete comps. Students should also be prepared to discuss their own multicultural case example during the oral exam.

D. Assessment Competencies

D.1. Write an integrated assessment report using at least 2 psychological tests, in addition to interview material. The integrated report can include a combination of personality and cognitive assessment measures **OR** two of the same types of tests (i.e., two personality assessment measures or two cognitive assessment measures.) This can be a report you completed at a practicum site or the final report from one of your assessment courses. The report should be constructed similarly to reports completed during the assessment course series. Thus, sections should include reason for referral, assessments administered, test scores, background information, behavioral observations, interpretation of assessment results, and recommendations for treatment based on these results. Please include a DSM-5 diagnosis. Some internship sites require an example of an integrated assessment report as part of the application process.

D.2. Either using a case study from a relevant course or from a client you have worked with, please discuss the process you used to determine the client's probable diagnosis (or diagnoses). If you are using a client you have worked with, rather than an already-prepared case study from a course, please write a one-page case study "summary" for the client. Please remove information that would allow identification of the client. In your brief essay (1-2 pages maximum, not including the case study itself), you should include relevant diagnoses you considered and what lead you to these potential diagnoses (e.g., specific symptoms, history, intake information, etc.) Did you rule out any possible diagnoses? If so, what caused you to eliminate these diagnoses from consideration?

E. Application of Discipline-Specific Knowledge

E.1. a-c. Select three areas from the following list of psychological foundations: (1) biological bases of behavior, (2) social bases of behavior, (3) cognitive/affective bases of behavior, (4) individual bases of behavior, (5) developmental bases of behavior, or (6) history and systems of psychology. For each foundational area, select a theory, model, or clearly defined body of literature on a construct. Next, briefly describe this theory, model, or body of literature. Finally, describe how this theory, model, or body of literature can inform research, clinical work, or advocacy *in counseling psychology*. For example, you might consider how your chosen theory or model might help inform a research question designed to explore a question of interest to counseling psychologists, or how this body of knowledge can help improve the effectiveness of a counseling intervention you might deliver. Your essays can draw from papers written in your foundations classes, but must address the applicability of your chosen theory, model, or body of literature to research, clinical work, or advocacy *in counseling psychology*. (Maximum length 2 single spaced pages for each of the three components.)

F. Theories and Practice Competencies

F.1. Brief statement of theoretical orientation. Please 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. [Note: This artifact is the answer to Essay #2 that will be required on your internship application "AAPI". Your answer must be limited to 500 words or less.]

F.2. Personal theory of psychotherapy change. In this artifact you are asked to describe how your personal theory of psychotherapy change guides your thinking about clients and helps you develop a treatment plan. Your personal theory should borrow from all the sources available to you -- the writings of other therapists, texts on counseling and personality theory, observations of your colleagues, and clients you have already seen. You should provide citations for the work of others that have inspired you in previous readings. Most of all, your theory of change will come from your own private reflections. Your personal theory will serve as a compass to direct your work with clients. Developing one's personal theory of psychotherapy change is a lifelong task. In your career, each new client, each new colleague, each new text or article you read may have something to offer that causes you to re-think your personal theory. This artifact should provide a snapshot of your current thinking. Use a total of 3-5 single spaced pages to provide your answers to each of the following four questions:

a. What motivates human growth and development? (i.e., What is the "engine" that drives an individual's functioning in the world? What are the goals that all humans seek to achieve?) You may think there is no engine or guiding force, or that it is an exceedingly simple one such as "survival". If so, please describe your beliefs. Please incorporate in your answer your definition of psychological health and optimally adaptive functioning.

b. What forces or influences cause "psychopathology" or "problems in living" to develop? (Use your own preferred term here.) Your answer should describe how the process you describe in question "a" above gets off track and leads to the development of maladaptive patterns, emotional/psychological pain, etc. You should also include the role of cultural and social context influences in your answer to both "a" and this question "b". Your answer should also include your beliefs about the biological bases of some presenting problems.

c. How do clients attempt to cope with the influences you have described in "b"? Your answer should describe both (1) healthy, adaptive coping which accounts for why clients are able to handle the negative influences described in "b" without professional help; and (2) maladaptive coping, which might provide some partial containment of the negative influences you have described in "b", but which leaves the client "compromised" in some way and prompts the client to seek counseling.

d. How does psychotherapy facilitate the change process in order to counteract the negative influences you have described in "b"? How does your model of psychotherapy account for the adaptive and maladaptive coping strategies you have described in "c"? Does your model in some way harness the natural forces of development you have described in "a"?

Note: An important criterion for evaluating this artifact will be how well-integrated your answers are across these four elements. Your answer to each succeeding element should build upon the answers given to previous elements.

F.3. Case conceptualization and treatment plan. For a client you have worked with, develop a theoretically driven case conceptualization and treatment plan. The case conceptualization and treatment plan should be similar to what you learned in the advanced counseling theories course and should integrate your theory of change, client history, research literature related to the presenting problem(s), diversity issues, and the sociopolitical context of the problem(s). The treatment plan should flow from the case conceptualization and include two sections: 1) treatment plan, interventions used, and progress thus far, and 2) a future long-term 15 additional session treatment plan. The paper should clearly demonstrate who this client is, what the client's current struggles and presenting issues are, how your theoretical orientation and the research literature helps you understand this client, how many sessions you saw the client for, what you worked on during your therapy sessions, and what you would work on if you had 15 more sessions with this client.

F.4. Evaluating effectiveness. Based on your knowledge of research methods, describe in detail the procedures you would use to provide empirical evidence to an outside evaluator that the therapy you describe for both the treatment plans in artifact F.4 is effective with a single client under review. Your answer should describe pre- and post-treatment assessment, as well as process measures you might use during the course of

treatment. What statistical methods would you use to evaluate these data?

F.5. Alternative treatment approaches. [Note: This section does not require a written artifact. You only need to be prepared to discuss these areas at your Oral Exam.]

Describe how you would approach the client described in F.3 from the following perspectives: (a) cognitive behavioral, (b) feminist, (c) interpersonal / psychodynamic, (e) gestalt, or process-experiential, or “emotion-focused,” and (f) family systems.

F.6. Group therapy. (a) How would you assess whether the client you have been describing would be appropriate for a “Yalom style” interpersonal therapy group? What would the benefits and risks of group therapy be for this client? (b) Discuss this client’s change process in terms of the therapeutic factors described by Yalom. (c) Would a structured psychoeducational group be beneficial, if so, what type of group? (Suggested length 1 to 1.5 single spaced pages.)

F.7. Career development. Describe how you plan to incorporate concepts from career development theory and the job satisfaction literature into work with clients. Your answer to this question should incorporate at least two distinct models of career development or lines of research. (Suggested length, 1-2 single spaced pages.)

F.8. Relationships in Therapy, Training, and Supervision. You should be prepared to answer each of these questions in your oral exam: (a) Research suggests that the working alliance may be the most important single ingredient in predicting successful outcome in therapy. In working with your clients how do you develop the most effective Bond, Goals, and Tasks aspects of your working alliance? (b) Provide an example of how you have deliberately structured a psychotherapy relationship with one of your clients in an attempt to provide a corrective emotional experience. (c) Lazarus suggests that therapists need to be “authentic chameleons” with their clients. What did he mean? Do you agree? Do you apply some part of this advice in your own work? (d) From your perspective as a supervisee, what is the ideal relationship you might have with a supervisor? Describe important aspects of this ideal relationship and your interactions with the supervisor. What can you do with your next supervisor to help ensure that this type of relationship develops? (e) From your perspective as a practicum or field placement trainee, what is the ideal relationship and interactions you can have with classmates? What can you do with your fellow interns next year to proactively help ensure these ideal relationships develop? (f) Describe an example of a problematic emotional reaction you have had with a client (some might label as countertransference). How did you manage this reaction? (g) Provide an example of a dilemma or a “stuck spot” in your work with a client and how you used supervision in an attempt to resolve the issue. (h) What types of clients or situations in counseling have you discovered are most likely to evoke counterproductive emotional reactions for you? What have you attempted so far to try to manage these situations? (i) Describe a situation in which a client’s worldview, values, or strong beliefs were discrepant from your own. How did you approach this client to manage the differences?

G. Ethical, Legal, and Professional Issues

G.1. Ethical dilemma, personal example. Describe an ethical dilemma you have actually faced in your work with clients, your research, or your teaching. The first part of this artifact should focus on describing the nature of the dilemma and the inherent conflict. Which portions of the APA *Ethical Principles of Psychologists and Code of Conduct*

might apply to this dilemma? Discuss the dilemma in terms of virtue ethics principles such as justice, autonomy, beneficence, non-maleficence. The second part of this artifact should focus how you actually resolved this ethical dilemma. Suggested length: 2 single spaced pages.

G.2. Ethical and legal issues. [Note: This section does not require a written artifact. You only need to be prepared to answer these questions at your Oral Exam.] (a) In the state of Tennessee, under what circumstances are you required to initiate a break in confidentiality with an adult client? With a child client? Whom do you contact in each of these circumstances? (b) In the state of Tennessee, if the following persons initiate contact with you and ask about your work with an adult client at a university counseling center, how would you respond if the request came from the client's parent? Spouse? Psychiatrist? Probation officer? A police detective investigating a crime your client is accused of committing? (c) What does the legislation known as "HIPAA" require of psychologists?

*G.3. Current professional issues. [Note: This section does not require a written artifact.] To prepare for this set of questions, we recommend that you become familiar with significant professional issues that have appeared over the past three years in *The Counseling Psychologist*, the *Journal of Counseling Psychology*, and the *American Psychologist*. In your oral exam be prepared to discuss current topics and share your perspectives about issues of concern to Counseling Psychologists such as (but not limited to): prescription privileges for psychologists, psychologists' participation in interrogation of terrorism suspects; evidence-based practice; mental health insurance parity.*

H. Social Justice Advocacy Competencies

H.1. An important component of most applications to post-Ph.D. positions in research, teaching, and clinical settings is a candidate's diversity statement. Diversity statements explain how the candidate's experiences with difference and cultural diversity prepare them to teach courses, mentor students, serve clients, and/or conduct meaningful research in a global and multicultural society. These statements are typically no longer than two single-spaced pages and are increasingly required for all the kinds of jobs counseling psychology Ph.D. students seek after graduation. Compose such a statement for the kind of job (e.g., clinical, academic) you intend to seek while on internship.

H.2. **Social action letter.** An important component of our program is our unique scientist-practitioner-advocate training model. In order to develop advocacy skills, it is important to develop skills in communicating social justice issues to broader society as a way to affect change. You will prepare a letter to the editor of a local newspaper or a post to a local, regional or national website contributing to the discussion of a particular social justice issue. You can also write a letter to a local, state, or federal legislator related to a particular social justice issue. You are expected to apply the concepts you learned in your multicultural psychology course and the social justice practicum course for this artifact. **You can use your social action engagement letter from your multicultural class or social justice practicum class as a starting point for this artifact. However, you are expected to update your letter by incorporating the feedback you received on this assignment. You may want to use the APA Federal Advocacy Guide as a resource in writing your letter (<https://www.apa.org/about/gr/advocacy/federal-guide.pdf>).**