



## Professional Development Portfolio for First, Second, and Third Year Students

Student name: \_\_\_\_\_

Year of student: \_\_\_\_\_1 \_\_\_\_\_2 \_\_\_\_\_3

Date: \_\_\_\_\_

### Purpose of the Portfolio

Professional development goes beyond academic and field site experiences. From the very beginning of their graduate training, students are encouraged to engage in the many roles of a professional psychologist. Engaging in such activities ensures that students will be well rounded and prepared for securing highly competitive APA internships.

This portfolio is an opportunity for students to track these professional activities and discuss them with their advisors throughout the year. At the end of each academic year, the portfolio will become part of the Assessment & Planning packet and should be accompanied by an updated CV.

### The Point System

Students fill out the portfolio at the end of years 1, 2, and 3. Each student will be awarded 1 “point” for each of the activities listed that demonstrate evidence of professional activities other than academic and field experience. It is understood that each activity requires a different level of involvement. Students are encouraged to participate in activities that include each of the following domains: 1) professional development and extracurricular learning, 2) WJC activities, 3) research, and 4) leadership, community service, and volunteer activities.

### Expectations

By the end of the third year, the student is expected to obtain at least 10 points. At least 3 of the 10 points must be completed by the end of first year, 5 additional points must be completed by the end of second year, and the remaining 2 points must be completed by the end of third year.

### **Portfolio Award**

An award will be given to 6 students (2 from year 1, 2 from year 2, and 2 from year 3) at the end of the academic year for an outstanding portfolio. The student will receive a certificate for an excellent portfolio and this award can be included in the student's CV.

In reviewing the portfolio submissions, the awards committee will be paying particular attention to the following:

- Quantity, quality, and variety of activities
- Participation across all four domains
- Evidence of creativity
- Evidence of collaboration
- Commitment to working with underserved populations

### **Procedure for Submission of Portfolio for Award**

If you wish to have your portfolio considered for an award:

- Have your advisor approve the portfolio before submission
- Submit your portfolio electronically to Mary Yasuda by April 14
- Winners will be announced at the end of spring semester

## 1. Evidence of Professional Development and Extracurricular Learning

\_\_\_\_\_ Membership of professional organization at local, state, national, or international level

Name of organization: \_\_\_\_\_

\_\_\_\_\_ Attendance at professional conference, presentation, or CE event

Event title, date, and location:

\_\_\_\_\_

\_\_\_\_\_ Presentation at professional conference, presentation, or CE event

Event title, date, and location:

\_\_\_\_\_

\_\_\_\_\_ Enrollment in psychology-related course outside WJC

Course title, date, and location:

\_\_\_\_\_

\_\_\_\_\_ Enrollment in foreign language course

Course title, date, and location:

\_\_\_\_\_

\_\_\_\_\_ Other (describe):

\_\_\_\_\_

## 2. Involvement in WJC Activities

\_\_\_\_\_ Teaching Assistant for a class

Class name, date, and role of TA:

\_\_\_\_\_

\_\_\_\_\_ Participation in school organizations/committees (e.g., ACES, diversity committee, LGBTQ group)

Organization name, date, and role of student:

\_\_\_\_\_

\_\_\_\_\_ Involvement in work study program

Program name, date, and student responsibilities:

\_\_\_\_\_

\_\_\_\_\_ Attendance at student colloquia (required for 2<sup>nd</sup> year students)

Colloquium title and date:

\_\_\_\_\_

\_\_\_\_\_ Participation in interview days or open houses as student representative

Specify particular activity and date:

\_\_\_\_\_

\_\_\_\_\_ Participation as student assistant at professional conference

Conference title, date, and role of student:

\_\_\_\_\_

\_\_\_\_\_ Participation in events related to specific academic concentrations/programs (e.g. neuropsychology, forensic, Latino mental health)

Specify particular activity and date:

\_\_\_\_\_

\_\_\_\_\_ Other (describe):

\_\_\_\_\_

### **3. Involvement in Research**

\_\_\_\_\_ Serving as a research assistant

Nature of research and role of student:

\_\_\_\_\_

\_\_\_\_\_ Publishing an article

Article title, date, and where published:

\_\_\_\_\_

\_\_\_\_\_ Presenting a poster at a professional conference

Title of conference and poster and date presented:

\_\_\_\_\_

\_\_\_\_\_ Constructing a poster appropriate for presentation at a professional conference

Title of conference and poster:

\_\_\_\_\_

\_\_\_\_\_ Other (describe):

\_\_\_\_\_

#### **4. Leadership, Community Service, and Volunteer Activities**

\_\_\_\_\_ Evidence of leadership in starting a program

Program name, date, and role of student:

\_\_\_\_\_

\_\_\_\_\_ Working as a volunteer with under-served populations, e.g., the homeless, prisoners, immigrants, the elderly, or children

Specify nature and date of volunteer work:

\_\_\_\_\_

\_\_\_\_\_ Working as a volunteer on a crisis hotline

Specify nature and of crisis hotline work:

\_\_\_\_\_

\_\_\_\_\_ Working as a tutor for children or adults with learning disabilities or psychiatric disorders

Age and diagnosis of individual and role of student:

\_\_\_\_\_

\_\_\_\_\_ Other (describe):

\_\_\_\_\_

## Additional Activities

Please list any other activities that demonstrate involvement in professional activities not directly related to academic work and clinical training at field placement site:

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