

**Student Name** \_\_\_\_\_

**Current GPA** \_\_\_\_\_ **Date** \_\_\_\_\_

**Incompletes (Course/Term)** \_\_\_\_\_

**Adviser Signature** \_\_\_\_\_

## DOCTORAL PORTFOLIO PROGRESS & PLANS

<b>Domain of Graduate Student Learning Outcomes/Competencies</b>	<b>Completed and/or Specific Plans for Completion</b>
<b>THEORY</b> <b>Theories/Conceptual Frameworks Used in Family Science Research</b>	
Graduate learners will be able to:	<b>Completed</b>
1. Describe major epistemologies reflecting diverse ways of knowing	
2. Understand concepts and assumptions of foundational theories that undergird the development of more targeted family conceptual frameworks	
3. Understand concepts and assumptions of contemporary and critical theories that expand our understanding of diverse family experiences and the frameworks/theories used to study them	
4. Compare and contrast the primary conceptual frameworks/theories used in family science research, including C/MFT theories	<b>Plans</b>
5. Integrate applicable constructs and assumptions from frameworks/theories used in family science research with empirical analyses based on selected research questions	
6. Write research questions reflecting major constructs and assumptions of primary conceptual frameworks and theories used in family science research	
7. Critically evaluate a body of literature, specifically a) the use of conceptual frameworks or theories, b) the strengths and weaknesses of the use of theory, conceptual gaps, c) theory, methodology, or interpretation biases that limit representation of family diversity, and d) opportunities for future research	
8. Appropriately and effectively use theories conceptual frameworks to guide own program of research	
<b>Domain of Graduate Student Learning Outcomes/Competencies</b>	

<p style="text-align: center;"><b>RESEARCH</b></p> <p style="text-align: center;">Rigorous research designs and methods that lead to new family science knowledge</p>	Completed and/or Specific Plans for Completion
<p><b>Graduate learners will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Know designs and methods relevant to family science research including:               <ol style="list-style-type: none"> <li>a. qualitative methods (e.g., phenomenology, ethnography, focus groups) relevant to studying diverse families and individuals within diverse contexts</li> <li>b. quantitative methods and analyses (e.g., HLM, SEM) relevant to studying diverse families and individuals within diverse contexts</li> <li>c. methodological issues such as family shared variance and nested data methods                   <ol style="list-style-type: none"> <li>i. Understand use of both family and individual level data sets and person/family centered approaches to data analysis</li> </ol> </li> </ol> </li> <li>2. Be aware of historical and contemporary biases in family science research</li> <li>3. Identify biases in own area of scholarship</li> <li>4. Critically evaluate a body of literature with a specific focus on methodology, including designs, samples, analysis, measurement, and findings. Identify strengths and weaknesses of the methods used and opportunities for future research</li> <li>5. Apply appropriate methodology in own program of research</li> <li>6. Effectively disseminate research through publications in peer-reviewed journals and presentations at peer- reviewed conferences</li> <li>7. Effectively use appropriate technology to facilitate research as determined by research needs in conjunction with adviser and committee recommendations:               <ol style="list-style-type: none"> <li>a. For data collection, intervention, data management, and data analysis.                   <ol style="list-style-type: none"> <li>I. Online survey tools (e.g., Qualtrics, RedCap)</li> <li>II. Data management and data analysis programs (e.g., NVIVO, SPSS, Mplus, STATA, Lisrel)</li> <li>III. Data storage and computing technologies (e.g., Cloud Computing)</li> </ol> </li> </ol> </li> <li>8. Effectively conduct, coordinate, and/or take leadership in a research study</li> </ol>	<div>Completed</div> <div>Plans</div>

<p>9. Develop grant-writing skills including how to:</p> <ul style="list-style-type: none"> <li>a. Identify funding sources</li> <li>b. Prepare and write grants</li> <li>c. Work with program officers</li> <li>d. Create a budget</li> <li>e. Submit a grant</li> <li>f. Interpret feedback</li> <li>g. Prepare for resubmission</li> </ul> <p>10. Comply with human subjects and ethical issues related to family research</p>	
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<b>Domain of Graduate Student Learning Outcomes/Competencies</b>	<b>Completed and/or Specific Plans for Completion</b>
<b>TEACHING &amp; MENTORING</b> Effective pedagogy and skills that enhance learning in family science	
Learners will be able to:	<b>Completed</b>
<ol style="list-style-type: none"> <li>1. Articulate a personal teaching and mentoring philosophy and pedagogy appropriate to post- secondary education and adult learners</li> <li>2. Demonstrate commitment to equity and inclusion of learners with diverse identities in the learning environment</li> <li>3. Apply universal design principles in teaching materials</li> <li>4. Effectively teach at the post-secondary level and/or with adult learners             <ol style="list-style-type: none"> <li>a) Develop and deliver at least one course specific to family science</li> <li>b) Effectively use technology to facilitate student learning.                 <ol style="list-style-type: none"> <li>i. Demonstrate ability to use teaching management systems (e.g., Canvas)</li> </ol> </li> </ol> </li> <li>5. Effectively mentor, advise, or supervise learners</li> </ol>	<b>Plans</b>

<b>Domain of Graduate Student Learning Outcomes/Competencies</b>	
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<b>Domain of Graduate Student Learning outcomes/Competencies</b>	<b>Progress and plans for your doctoral program</b>
<b>PROFESSIONAL SERVICE &amp; LEADERSHIP</b>	
Graduate learners will be able to:	<b>Completed</b>
1. Actively engage in service and leadership to disciplinary organizations relevant to family scholars (e.g., AAMFT, AFCPE, NCFR, SPR, GSA, SRCD, etc.) and the student's area of interest.	
2. Conduct scholarly peer review of journal articles or conference abstracts	
3. Actively engage in service and leadership at department, college, and/or university levels	<b>Plans</b>

Department of Family Social Science

<b>Competency Area</b>  <b>Knowledge and Skills in Couple &amp; Family Therapy Clinical Practice</b>	
<p>1. Demonstrate the ability to practice clinically using advanced knowledge of systemic interventions.</p> <p>2. In addition to what is articulated in the FSoS Research Competency Area, know theories and research methodologies that are specific to clinical research; Demonstrate research competencies for conducting clinical research.</p> <p>3. Demonstrate competencies in working clinically with diverse populations including underserved communities.</p> <p>4. Demonstrate the ability to articulate diverse social contexts that influence their clinical work and the influence it has on those diverse social contexts.</p> <p>5. Demonstrate knowledge of the [M]CFT code of ethics and how they apply when conducting clinical research and working with diverse families and underserved communities.</p>	<p><b>Completed (please list when you have exited practicum, when you have reached your clinical competency, and if you have completed all aspects of your internship/applied practical experience.</b></p> <p><b>CFT Students please complete the CFT Students Annual Self Report send with your other materials. Please make sure to copy <a href="mailto:awojciak@umn.edu">awojciak@umn.edu</a> on your emails to your advisor, DGS, and GPC.</b></p>