

Portfolio Development



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2013

Objectives

- Describe what a portfolio is
- Identify definition and purposes
- Utilize the portfolio process to create a portfolio
 - 5 Steps of Development
 - Plan
 - Gather artifacts (documentation AKA “stuff”)
 - Update references, create support materials
 - Buy supplies and assemble portfolio
 - Prepare for creating one to use in interview

What is a portfolio?

- **Container** (of evidence): knowledge, skills, achievements
- **Collection** specifically collected pieces of one's work
- **Documentation** verification of growth and achievement
- **Communication** who you are - your experiences & accomplishments

What are some typical purposes?

- Tool for discussion of common goals with peers, instructors, others
- To show evidence of new knowledge and experience
- To show accomplishment of course material
- Track skills you have and also skills you want to acquire
- **Bottom line:** instead of just talking about yourself from your resume, you can present it

More purposes..

- Learn to recognize your strengths
- Build confidence
- Allows person who interviews you to establish a sense of bonding and rapport

What this one needs for PNC*

Portfolio Assessment Form (***Student enters all data required**) **DO NOT USE PLASTIC SLEEVES** Due Date (TBA)

Contents	Comments	Additional Comments, Explanations	Other	Pts
Resume	Professional: Yes/No			/1
Statement of Professional Philosophy	Meaningful? Y N			/2
Grammar and spelling	Excellent Ave Poor			/2
Presentation of Portfolio	Neat, professional? Well organized? Y N			/1
PNC Projects in which you've been involved	You'll list your activities:			
*Student lists all: Name of projects, dates. Use additional paper if necessary.	1. 2. 3. 4.	In portfolio, provide brief summary of your part in the event.		/1
	Others? List on the back.			
PNC Case Studies (Include two complete analyses) (not SOAPs)	Appropriate selection? Y N	Clear, including a discussion about why these were chosen? Y N	State the case, tx, outcome, approach, what you'd change, if anything. Y N	/5
PNC SOAP notes – put copies; do not use patient names. Include ALL.	Complete? Accurate? Appropriate dx?	Calculated total energy correctly (showed work) – Y N	Used proper format (diagnosis (dx); treatment rx, or good attempt; PES	/5
Handouts – if any – include in portfolio	What brochures, flyers you've created, adapted			/1
Marketing plan for project, Write out what you did.	Y N	Must describe how you got people involved, enthusiastic		/1
Number hrs (*Student enters these numbers)		*Counseling hours: ____		/3
Number patients (*Student enters these numbers)		*Total PNC hours: ____		/3
		*Number of new patients: ____		/3
		*Number of follow ups: ____		/3
TOTAL POINTS/SCORE				/25

Evaluator's comments:

*Remember: This is for PNC-related projects, documentations only.

The Portfolio Process

Step 1: Make a Plan

Goals



Planning

Philosophy

Step 1 Includes:

- Statement of PROFESSIONAL PHILOSOPHY.
 - A personal mission statement (*brief*)
 - Who you are, why this career, why important
 - How do you envision this field in the future: how you will impact it; and how it will impact you
- Goals- Make them measurable
 - E.g. Begin DI after graduating in Fall of 2013
 - Become RD by Fall 2014

Step 1 Continued...

- Determine skills acquired and skills needed.
- Skills Acquired:
 - Write summary of each activity you participated in:
 - Name of the activity, its purpose; YOUR role
 - Include skills and attributes that were used/ developed at that time.
 - What did you learn? Most valuable part of this experience?

Step 1 Continued...

- **THOUGHTS:**
 - Obtain as many skills as possible through experience -make yourself **STAND OUT.**
 - Great way to *fill in the blanks*: get the experiences for the (DI) you would like to have
 - Know what organization (DI) is looking for in qualified person
 - Lacking specific skills, experiences? Find ways to acquire those skills before applying
 - **Include** in your portfolio and resume.

Skills

- Communication:
 - Oral, written, non-verbal, teamwork, leadership; networking
- Research and Inquiry:
 - Critical thinking, problem solving, analysis, dissemination
- Ethical, Social, and Professional Understanding:
 - Responsibility, understanding, awareness, sensitivity, empathy
- Personal and Intellectual Autonomy:
 - Independent learning, self management, organizational, goal-oriented

The Portfolio Process



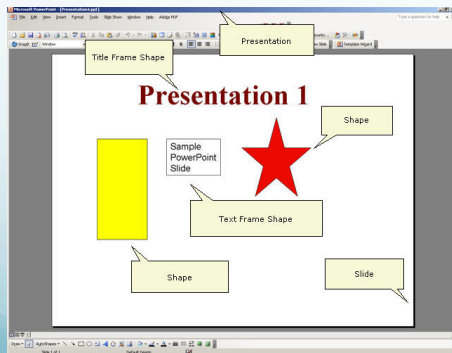
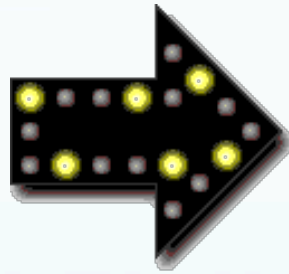
Step 2:

Gather documentation:
projects, SOAP notes,
marketing brochures,
photos, etc.

Collect and Organize into a File Case

Speedy Librarian
Once upon a time the
king a little man
with a long nose
went to the forest
to look for a wife
The king was very
kind and the girl
was very beautiful
The king and the girl
were very happy
and they lived
happily ever after.

THE
end



Your Resume

- Use in conjunction with your portfolio
- Use template from MS Word
- Utilize CSUN services
 - The Career Center
 - <http://www.csun.edu/career/>
 - Resume workshop schedule posted
 - 677-2878
- Indicate on the bottom of the last page of **CV** that you have a portfolio ready for review:

Portfolio and References available for review

The Portfolio Process

Raphael Chiaroscuro

98 Washel Way
Madison, NJ 07940
973/555-2468
rchiaro@cyberspace.com

Education

Drew University, Madison, New Jersey
B.A. degree in art, May 1998. Choir, campus art festival, Spring 1997.

Internships

Gerard's Design Studio, Clinton, New Jersey
Fall 1997
+ Contributed to all aspects of a cutting-edge, multi-faceted design firm.
+ Developed mechanicals for U.S. Museum of Film Profiles magazine.
+ Transformed Speed Demon Bicycle Company's logo to evoke new-millennium look.
+ Assisted with layout for style guide to be used by comics firms for licensing.

New Jersey Magazine, Morristown, New Jersey
Summer 1996
+ Assisted in day-to-day operations of the art department and in each aspect of production schedule.
+ Contributed to redesign of magazine cover. Recommended changes in type faces, colors, and sizes.
+ Helped evaluate and provide solutions for layouts.

KY Berger Design, Hoboken, New Jersey
Summer 1994
+ Provided extensive clerical support for office, including billing, data entry, and filing.

Work Experience

Sherwood's Forest Cafe, Easton, Pennsylvania (freelance)
Summer 1997
+ Graphic design: Designed log, letterhead, business cards, and brochure.
+ Advertising: Developed and implemented ad campaign, including media purchasing.
+ Interior design: Worked with architect to develop funky, eclectic bar and interior environment.

Claudia's Cabinets, Summit, New Jersey
September 1996-May 1997
+ Caseload window and furniture displays and developed visual marketing skills and strategies.
+ Trained and supervised new hires in stocking and inventory.

Computer Skills

Macintosh programs
+ Macwrite, Quark Express, Photoshop, Aldus Freehand, Pagemaker, Type Styler, and Illustrator.

IBM programs
+ Microsoft Publisher and Window Works.

Step 3:

Update resume and references; create support materials – What's appropriate, what's not?

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EDUCATIONAL BACKGROUND**UNIVERSITY DEGREES**

Organizational Leadership – Ed.D. (2004)
Pepperdine University; Los Angeles, CA.

Family & Consumer Sciences – M.S. (1990)
Concentration: Nutrition/Food Science
California State University Northridge (CSUN), Northridge, CA

Psychology, Sociology, Education – B.A. (1970)
UCLA; Los Angeles, CA.

CERTIFICATIONS

Registered Dietitian Portfolio Certification (RD) (2005)
American Dietetic Association/Commission of Dietetic Registration

Commission on Accreditation for Dietetics Education (CADE) Certification (2004)
American Dietetic Association

Registered Dietitian Certification (RD) (1991)
American Dietetic Association/Commission of Dietetic Registration

Registered Dental Assistant/Expanded Functions (RDA/EF) Certification (1979)
American Dental Association

Lifetime Teaching Credential (1971)
UCLA, Los Angeles, CA

PROFESSIONAL EXPERIENCE**ACADEMIC POSITIONS**

Assistant Professor (CSUN) (2004-present)
Adjunct Instructor (CSUN) (1988-1999; 2003-2004)
Department of Family and Consumer Sciences, CSUN, Northridge, CA

Guest lecturer (2008)
USC Regulatory Science Program, Center for the Health Professions
• How to Speak Vitamins and Minerals in Regulatory Affairs Circles

Guest lecturer (2004-2006)
Sports and Fitness Certification Program, UCLA College of Extended Learning, Los Angeles, CA

Visiting Professor (1999-2003)
Department of Natural Sciences. Pepperdine University, Malibu, CA

TEACHING/NON-CLASSROOM EXPERIENCE

- Private practice, Registered Dietitian (1991-present)
- San Luis Obispo County Office of Education teacher training: Childhood Obesity and Eating

- Disorders (2003)
- Ventura County School District: After School Enrichment Site Coordinators training: Obesity in Children (2002)
- People-to-People Ambassadorship Educational Exchange
 - Cuba (2003)
 - Lithuania, Russia, Czech Republic (1993)

CONSULTING EXPERIENCE

- Consultant to Association for Retarded Citizens (ARC) Enrichment Center (2000-2003)
- Dietitian: Tri-Counties Regional Center for developmentally delayed children (2000-2003)
- Consultant for R. Levy & Assoc., Nutrition Analysis (1996-2000)

COURSES TAUGHT

California State University Northridge

Pepperdine University

SCHOLARSHIP**GRANT PROPOSALS**

- Fajardo-Lira, C., Lisagor, T., & Clemens, R. (2007) Sensory Evaluation Laboratory Renovation at CSUN. Being submitted to Southern California Institute of Food Technologists for their Education/Research Enhancement Award. Requesting \$18,322 for the funding period May 2007-2008. (Funded)

PEER REVIEWED PUBLICATIONS

- Scott, W & Lisagor, T. (In press). Learning centered universities: The changing face of higher education. *The Journal of Faculty Development*, 23(1)
- Lisagor, T & Plunkett, S. (August 2008). Youth eating and exercise: A biological perspective.. *Today's Dietitian*, 10(8).

TEXTBOOK CONTRIBUTIONS

- Lisagor, T. (2009). Ancillary services: health professions education: nutrition and dietetics. In Freshman, L., Rubino, L. & Chassiakos, YR. (Eds), *Collaboration across the disciplines in healthcare* (Chapter 11). Boston: Jones and Bartlett.

CONFERENCE/WORKSHOP PRESENTATIONS

- Gilbert, AJ. & Lisagor, T. (Accepted for presenting January 2009 Conference) CSUN Faculty Retreat Conference Workshop. Nutrition College Bowl – Preparing Future Professionals.
- Groel, L., McClung, A., & Woods, T. (Flanagan, S. & Lisagor, T., Advisors) Supplement Use Among Collegiate Athletes. Far West Athletic Trainers Association Annual Meeting, Burlingame, CA April 3-6, 2008.
- Lisagor, T. (Presented July 13, 2008) How to Speak Vitamins & Minerals in Regulatory Affairs Circles, at the Regulatory Science Program, USC Center for Health

Support Materials

- Statement of Originality and Confidentiality
 - States portfolio is your work and should not be copied
 - Not for PNC

The Portfolio Process

Step 4: Purchase Supplies
and assemble the portfolio



The Portfolio Process

- Getting started materials needed:
 - 3 ring notebook (1-2’')
 - 3-hole punch
 - Tabs – word processed
 - Paper
 - Photo sheet holders
 - *Only for photos*
- What is not needed:
 - Tape
 - Staples
 - Paper clips
 - Ink pens
 - Sheet protectors

Assembling Your Portfolio

- Resume
- Personal philosophy
- Create a tabbed section for work samples
 - Pick 3 or 4 best samples for each tabbed section, put in sheet protector
 - Include pictures of events in which you participated
 - BE ORGANIZED in assembling

More Uses for Your Portfolio

- Practicing for your non-PNC portfolio
 - Interviewing for a DI (or job)
 - Overview of abilities
 - To demonstrate your abilities in a performance review
 - To obtain a promotion

Preparation Tips

- Never put original work in your portfolio
 - Use high quality copies
- Don't be too humble; portfolio helps to talk about yourself and your *honest* accomplishments
- Photos: PNC-related projects
- Assemble your portfolio before you need it

Summary

- A portfolio: purposeful collection of work: can be used, presented in many ways
- Portfolio Development: multi-step process, needs regular updating
- Many resources available
- Helps you track your professional development and provide evidence.

Questions?



References

- Barrett, H. (2005). Using technology to support alternative assessment and. electronic portfolios. Retrieved on March 8th, 2005 from, <http://www.electronicportfolios.com/portfolios.html>
- Barrett, H. (2001) The Electronic Portfolio Development Process. Retrieved on March 8, 2005 from, <http://electronicportfolios.com/portfolios/aahe2000.html>
- Belgrad, S. Professional Development Workshop. Retrieved on Feb.20, 2005 from, http://www.csun.edu/~sb4310/PROPORTFO_files/frame.htm
- Herbert, E. (2001)The power of portfolios: what children have taught us about learning and assessment. San Francisco: Jossey-Bass.
- Williams, A. G. & Hall, K. J. (2001). Creating your career portfolio: at a glance guide for students. New Jersey: Prentice-Hall, Inc.
- Williams, A. G., Hall, K. J., Shadix, K., & Stokes, D.M. (2005). Creating your career portfolio: at a glance guide for dietitians. New Jersey: Pearson Education, Inc.