



Health Science Department

“Portfolio Handbook”

In this “Handbook for Health Science Major Portfolio” at Towson University, you will find the requirements for assembling and keeping your portfolio; an explanation of the philosophy, mission, goals, the conceptual framework of the health education program, and an explanation of the portfolio requirements.

A portfolio is a collection and interpretation of your work that allows an employer, teacher, or other person to evaluate your abilities. It may be representative of work in a specific class or it may be prepared to let a potential employer know what you can do. Collectively, student portfolios can assist in ‘departmental program evaluation’. As you take your coursework in School/Community/Dual Health Education concentrations, begin to collect your “**Artifacts**” (projects, papers, journal entries, tests, photographs, videos, experience, etc.). We recommend you designate a directory on your computer to house your artifacts, as well as, a “Flash Drive (USB)” to serve as a back-up to your hard drive on your computer. Eventually, you will select the ones that represent your progress towards your competencies and goals. Later in the document, a list of artifacts that the Health Science Department wants you to include in your portfolio will be provided. Finally, you will be asked to reflect on these collected artifacts and the relevance of your undergraduate work. Since the Health Science Department may be receiving updates on professional standards from national professional organizations and/or accrediting organizations, there may be changes and updates as you move through the program. The Health Science Department will notify you of these changes via academic advisors, program coordinators, departmental web site, or e-mail as you prepare your portfolio for each submission.

There will be group meetings scheduled to help you assemble your portfolio at the time of admission to the program of study, prior to your internship, and at the completion of your internship. Watch for notices posted on the departmental website, bulletin board outside Burdick Hall 141, in professional preparation classes, program coordinators, or academic advisors.

Introduction:

The Health Science Department is committed to prepare undergraduate students through the integration of theory and practice in a range of experiences and settings. Throughout the program, students will develop a professional portfolio in which, they record, reflect upon, and integrate their knowledge gained from their pre-service health education experiences.

Because Health Education is both a science and an art that deals with the complexities of human behavior with the expressed purpose of promoting healthy behaviors, a portfolio is an excellent way for an undergraduate student can present both their work collection (all undergraduate artifacts), as well as, a purposeful collection (selected noteworthy artifacts) for future employers. In order to develop the competencies necessary to be an effective health educator, students need a foundation built on principles derived from behavioral, biomedical and social sciences, as well as educational best practices. Therefore, the student electronic portfolio is an excellent way to document academic and professional competencies.

Rationale & Philosophy:

In the Health Science Department at Towson University, a portfolio is a comprehensive set of materials that provides evidence of the future Health Education candidate's learning, growth, and development toward becoming a professional health educator. This is to be differentiated from a course portfolio whereby each instructor requires that you meet and maintain standards for that course. These collections of authentic, learner-specific documents are also acknowledgement that the development of a CHES professional is an individual process. The portfolio reflects the undergraduate candidate's progress over a period of time and will provide useful information in assessing the success of the program in meeting their goals. The portfolio has four major uses:

1. Documenting active learning by candidates in their professional growth and development .
2. Providing graduates of the program with a collection of relevant materials for use in the profession and/or as a marketing tool for future employment.
3. Assessing the undergraduate program by the Health Science Faculty to evaluate the overall merit and worth of the program of study in preparing CHES professionals.
4. Improving the Health Education program by revealing patterns of success and/or deficiency as focal points for change.

The Health Science Department's undergraduate program provides a comprehensive preparation for all majors that uses research, observation, planned experiences, mentoring, and reflection to reach stated goals. The Health Science Faculty understands that candidates:

 are active participants in the world

- ✚ may need assistance in interpreting their experiences by
 - integrating and synthesizing knowledge and skills from different sources
 - enhancing student perspectives

All Health Science Undergraduate students should present appropriate documentation of the attainment of the competencies of their program of study in the form of a portfolio. Portfolio development should be a positive experience, addressing professional activities through assignments, class interactions, volunteer work, personal experiences, and field experiences.

Purpose:

The electronic portfolio demonstrates the philosophy, talents, skills, and experiences of each health education candidate. It is an indicator of each candidate's professional growth toward becoming a health educator and it provides evidence of progress toward:

- ✚ Individual professional goals
- ✚ Health Science Department's goals
- ✚ SOPHE/AAHE goals
- ✚ AAHE/NCATE competencies
- ✚ MDSE's competencies (for school & dual majors)

The electronic portfolio will be a useful tool when seeking employment. It provides prospective employers with evidence of the candidate's experiences, skills, and professional growth by means of written or stated philosophies, demonstrated content mastery, audio or video skills from volunteer or intern experiences, and demonstrated reflective skills needed for successful professional development.

Possible Portfolio Content

1. Writing Samples: term papers, letters, memos, abstracts, English compositions, executive summaries
2. Examinations: National, Essays, etc.
3. Independent Study Projects
4. Various types of class exercises
5. Case Study Analyses
6. Computer Exercises
7. Simulation Exercises
8. Videotape of class activities such as an oral presentation
9. Photographs of class work produced
10. Products of research
11. List of experiences not included in résumé
12. Newspaper articles that document your achievement
13. Programs from events in which you participated
14. Job evaluations from previous/current employment
15. List of career goals
16. Teachers' evaluations/notes
17. Letters of recommendation, thanks, awards, honors
18. Products from previous employment (with employers permission)

Source: Linda Annis, & Carolee Jones. Ball State University

During your academic career at Towson University, Health Science undergraduates will be required to present their portfolios at two (2) checkpoints after admission to the major: (1) Admission to the program, (2) Prior to your student internship, (3) After your student internship. In addition, the Health Science Department may request a sampling of portfolios for program accreditation. Guidance will be given to undergraduate candidates interested in completing a portfolio for job placement. The table below explains the four major purposes and presentation dates of the electronic portfolios.

	<i>Purposes</i>	<i>Content</i>	<i>Audience</i>	<i>Time Frame</i>	<i>Evidence</i>
1.	To gain admission to the program while giving opportunity to the Health Science Department to identify strengths and weaknesses for the purpose of providing appropriate assistance if needed	Writing Sample Documenting previous experiences and accomplishments	Interviewer (s) admitting the candidate	No time frame	Handbook requirements
2.	Demonstrate learning in course content or to fulfill course requirements	Instructor assigned items that demonstrate learning in a course related to specific goals	The course instructor	Instructional time - - Usually at the end of the semester	Course Specific
3.	Present as the best candidate in application for an advertised position	Edited & reduced from the portfolio to be the best candidate for a Health Education position	Assessment Committee	Time required to complete the program	Contents of the Electronic Portfolio
4.	Program review & Certification	Comprehensive evidence of professional competencies via written reflective artifacts	Peers, faculty, accreditation personnel	Time required to complete the program	Handbook Requirements

Electronic Portfolio Submissions and Policies:

The electronic portfolio will provide candidates with a personal tool for reflecting upon their education skills, knowledge, and understandings regarding the health education profession. This portfolio is an *edited collection* (clean documents absent of professor’s corrections and comments) of the education candidate’s evidence of learning and professional growth, and reflections representing progress through the entire professional educational training program. As stated earlier, this portfolio is to be differentiated from individual course portfolios in that it represents the integration of all learning experiences from all coursework planned training events. Your portfolio should demonstrate the educator’s progress toward professional goals as established by professional associations and national and regional accreditation bodies. The portfolio will provide the basis for assessing the candidate’s progress in, and completion of, the program of study. Upon graduation, your portfolio can be edited and used for job interviews. Throughout your program of study, you are responsible for the entries, management its content, and keeping a strictly professional format.

Candidates are required to submit portfolios to the Health Science Department, prior to your student internship, and at the completion of your student internship. The portfolio electronic binder should be organized in the same order as the required content below. Interns are required to submit the following materials in USB Flash Drive with directories serving as the dividers prior to her/his internship experience. The order of the entries is as below. The Binder must have your name, address, major concentration, and e-mail on the front with dividers separating each categorical entry.

Portfolio Initiation: Application for admission to the Health Education Major

Applicants should begin these processes with your first professional Education course taken in the Health Science Department

Portfolio Submission I: Pre-Student Internship

A detailed explanation of the portfolio content is below

Required Portfolio Content

- Resume
- DPR Degree Progress Report (Available via Advisor)
- Praxis I & II Scores: (Submit only if available electronically)
- HLTH 207 ***Uncorrected*** Advocacy Paper
- HLTH 222 ***Uncorrected*** Theory Presentation Assignment
- HLTH 222 ***Uncorrected*** Curriculum Assignment
- HLTH 222 ***Uncorrected*** Lesson Plan Objectives Assignment
- HLTH 222 ***Uncorrected*** CSHP Paper
- HLTH 222 ***Uncorrected*** Literature Review Paper in the Role of Community & School Professionals
- HLTH 311 ***Uncorrected*** Disease Etiology Paper
- HLTH 315 ***Uncorrected*** Needs Assessment portion of your course proposal
- HLTH 315 ***Uncorrected*** Community Analysis Paper
- HLTH 315 ***Uncorrected*** Implementation & Evaluation Paper
- HLTH 315 ***Uncorrected*** Pandemic Influenza Paper (Group)
- HLTH 405 ***Uncorrected*** Lesson Plan
- HLTH 425 ***Uncorrected*** Lesson (Session) Plan
- HLTH 425 ***Uncorrected*** Instructional Strategy Justification Paper
- HLTH 425 ***Uncorrected*** Lesson Plan Implementation Reflection Paper
- HLTH 430 ***Uncorrected*** Healthy Body-Healthy Me Summary & Reflection
- HLTH 430 ***Uncorrected*** Healthy Body, Healthy Me Health Fair Handout
- HLTH 430 ***Uncorrected*** Health Fair Summary and Reflection Paper
- HTLH 430 ***Uncorrected*** Evaluation Paper (Parts A-D)
- HLTH 430 ***Uncorrected*** Small Project Proposal Paper
- HLTH 430 ***Uncorrected*** Collaboration Overview Paper
- HLTH 430 ***Uncorrected*** Annotated Bibliography
- HLTH 430 ***Uncorrected*** Public Service Announcement
- HLTH 430 ***Uncorrected*** Data Analysis & Evaluation
- HLTH 432 ***Uncorrected*** Table of Specifications
- HLTH 432 ***Uncorrected*** Group Survey (Submitted Artifact)
- HLTH 432 ***Uncorrected*** Question Stems for a self-made evaluation

Continued on the next page

- HLTH 432 ***Uncorrected*** Group Report on Survey Results
- HLTH 432 ***Uncorrected*** Program Evaluation Summary
- HLTH 387/388 ***TIMS*** evaluations by Master Teacher & University Supervisor
- HLTH 387/388 Unit Lesson Plan Reflection
- HLTH 387/388 Master Teacher and Agency Supervisor Final Evaluations

Portfolio Submission 2: Post Student Internship reflection on the portfolio content just prior to graduation

Completed during student internship and submitted before the Health Science Department recommends you for graduation.

According to Jasmine Haryana: “A reflective essay is an exploration of a topic using personal thought and experience. By using the topic at hand as a springboard, a writer can reflect on world events, personal history, emotional experience or objective fact. The goal of the reflective essay is ultimately to weave together reflections in a way that conveys a new thought to the reader. Ironically, this seemingly flowing essay requires a large amount of planning and structure during preparation.” (http://www.ehow.com/how_4531607_write-effective-reflective-essay.html)

The intern’s responsibility is to write a one page (or more if desired) reflection on each required course artifact listed under the header “Required Portfolio Content”. This will be due at the end of your internship and presented to the assessment faculty member. Presently, You should submit your reflections to Dr. Daniel Agley/Burdick Hall 144/410-704-4218.