Objectives
1. To reflect on one’s learning process and be able to evaluate one’s own work.
2. To demonstrate comprehensive research competency through collective coursework and/or related research involvement
3. To articulate one’s research experience, involvement in and information gleaned from co-working on a research project in written, oral, and digital formats.
4. To prepare for future employment as a scientist-practitioner

General Description of the Research Portfolio
As your capstone experience in the program, you may choose to collaborate on research being conducted by a faculty member. Collaborating with a faculty member means that you find a faculty member whose research topic interests you and you are willing to make a commitment to consistently be available to assist that faculty member. Your degree of involvement will determine whether you earn authorship as discussed between you and your faculty mentor. You may choose to work on one long term project or multiple projects in fulfilling the requirements of having enough experience and material to present a research portfolio.

The research portfolio is an experience that gives students the opportunity to describe their personal transformation as a scientist-practitioner. The portfolio is an opportunity to demonstrate your knowledge of professional skills, values, and expected competencies in a way that showcases specific examples highlighting relevant experiences. In general, a portfolio contains three basic elements: (a) a general statement about the beliefs, (b) a discussion of how your thoughts and beliefs manifest in your research interests and approach, (c) samples of your work to illustrate your points.

Although there is not a specific page requirement for the written portion of this portfolio, the general rule is that you are to write a well-referenced, well-written portfolio which addresses the content areas outlined below, and then present the salient elements of your portfolio to the MFT faculty. Any student who does not complete a Clinical Portfolio, Research Portfolio, or Thesis WILL NOT earn his/her degree.

Departmental Educational Objectives:
Students completing the Research Portfolio will be able to demonstrate the following DEOs:

#3: Maintain respect for differences and honor factors that reflect diversity in our community, including age, culture, environment, ethnicity, gender, health/ability, nationality, race, religion, sexual orientation, spirituality, and socioeconomic status.

#4: Understand the foundations and contemporary conceptual directions of the field of marriage and family therapy

#6: Analyze a wide variety of presenting clinical problems in the treatment of individuals, couples, and families from a relational/systemic perspective
#7: Address contemporary issues in the treatment of individuals, couples, and families

#9: Examine individual and family development across the lifespan

#13: Utilize research in couple and family therapy to inform clinical work, focusing on methodology, data analysis and the evaluation of both quantitative and qualitative research

#14: Complete a substantive clinical experience that integrates and applies theoretical and practical knowledge from all didactic coursework in the treatment of individual, couple and family problems.

**Process of Completing the Research Capstone Portfolio**

- Be mindful of collecting and retaining materials for inclusion throughout the program.
- Work closely with your advisor to organize and prepare your research portfolio and to select examples that best represent your work.
- Select the faculty mentor (this could be your advisor) with whom you think will be the “best fit” (in terms of your topical and/or methodological interests) to work with on his or her ongoing and/or upcoming research projects.
- Meet with the faculty mentor who is determined to be the best fit and outline a list of researcher-tasks that you will undergo to meet criteria for completion of your Research Portfolio.
- Register for 3 credit hours of Research Portfolio (MFT 750B) under your mentor’s section in the summer of your second year in the MFT program.
- Distribute a copy of your Research Portfolio to all MFT Faculty members no later than 10 business days prior to the oral presentation date.
- Orally present Research Portfolio to all of the MFT Faculty members during a specified time slot.
- The material should all fit within a one-inch binder.

**Required Components (in order of presentation)**

1. Title Page (Title of your portfolio, your name, degree for which you are applying, etc.)
2. Table of Contents
3. Abstract
4. Summary of Research Experience
5. Artifacts or a representative sample of your best work from selected courses. Each artifact you select will document your expertise in one or more areas. These artifacts are to be presented primarily in a written (i.e., papers, class assignments, publications or presentations) format.
6. Brief Reflection (one for each selected artifact)
7. Plan for Continuing Professional Development
8. Portfolio Summary (including a self-assessment)
9. References
10. Curriculum Vita (ask advisor for relevant examples)
11. Oral Presentation of Research Portfolio
   a. Prepare a powerpoint highlighting points in your comprehensive written review.
b. Have research data, literature review, methodology, etc. prepared to show that
demonstrate your part in the co-research experience with a designated faculty
mentor and that match information demonstrating relevant points discussed within
the paper.
c. Be prepared to answer questions MFT faculty might pose with regard to your oral
presentation or total Research Portfolio

Optional Supplemental Materials:
1. Certificates or other verification from each of the research trainings and/or
conferences you may have attended, participated in, or presented at during your
graduate training.
2. Certificates or other verification from any awards, special recognition, honors, and/or
grants you may have received during your graduate training.
3. Research-based publications you may have completed during your graduate training
(please include a sample of the article as well as a description of its important and
relevance to your approach).

Evaluation and Approval Process of Research Portfolio
There are two main elements of the portfolio evaluation: the written/submitted portion of the
portfolio and the presentation to the faculty. During the presentation, the faculty will have an
opportunity to ask you anything that seems relevant to your research experience as well as
anything that may have been covered in the course of your training.

In addition to your presentation of your portfolio, the written portion of your portfolio will also
be evaluated. This includes evaluating the accuracy of typing and spelling; predominant use of
active voice; correct use of tenses; agreement of subjects and verbs; no misplaced or dangling
modifiers; parallel construction; non-sexist and non-ethically-biased language; correct use of
punctuation; complete sentences; appropriate introduction of quotes; correct use of references;
concise, and well-constructed, and flowing sentences; concise, well-constructed, and coherent
paragraphs.

Students can receive a grade of “S” or “F” in this course. Portfolios are evaluated for their
quality and completeness. A description of the grading scale is below:

S: All of the parts of the portfolio that are listed in the table of contents are included and
are presented in an organized manner. The included written review and summary of your
research experience is clearly written and well organized. The summary also clearly
addresses the elements as indicated above as described above. The written presentation is
consistent with the most recent APA style. The oral presentation of the research portfolio
is comprehensive in nature and is clearly articulated.

F: The items listed in the table of contents of the portfolio are not included in totality or
are unorganized and in disarray. The written review and summary of your research
experience is either not included, not clearly written nor well-organized, or it is
incomplete in terms of content areas to be included. The oral presentation component of
the research portfolio is either not completed, not comprehensive in nature and/or is not clearly articulated.

It is important to note that the MFT faculty must approve the Research Portfolio before graduation. In some cases, the MFT faculty might suggest that the Research Portfolio undergo revision before awarding final approval. In this event, students will work closely with their advisor to make the necessary changes.

Other Policies

**Academic Misconduct**—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: [https://www.unlv.edu/studentconduct/student-conduct](https://www.unlv.edu/studentconduct/student-conduct).

**Copyright**—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: [http://www.unlv.edu/provost/copyright](http://www.unlv.edu/provost/copyright).

**Religious Holidays Policy**—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: [http://catalog.unlv.edu/content.php?catoid=6&navoid=531](http://catalog.unlv.edu/content.php?catoid=6&navoid=531).

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

[https://www.unlv.edu/provost/teachingandlearning](https://www.unlv.edu/provost/teachingandlearning)

[https://www.unlv.edu/provost/transparency](https://www.unlv.edu/provost/transparency)
Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

Students may consult with a librarian on research needs. For this class, the subject librarian is Susie Skarl. UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus
events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: [http://www.unlv.edu/registrar/calendars](http://www.unlv.edu/registrar/calendars).