



Department of Graduate
Psychology & Counseling

PROFESSIONAL PORTFOLIO MANUAL

MA Clinical Mental Health Counseling

MA School Counseling

2020-2021

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Introduction: Definition and Purposes of the Professional Portfolio

The Clinical Mental Health Counseling and School Counseling concentrations use a portfolio to engage students in a process of collecting, reflecting upon, and refining a compilation of materials and personal statements that synthesize the knowledge, skills, and dispositions that help to comprise their professional identities. As part of the requirements for the MA in Clinical Mental Health Counseling and School Counseling degrees, you are required to develop and maintain a portfolio that documents your professional preparation throughout your training program.

This portfolio is to be developed throughout your full two-year program. It is designed to be an on-going cumulative process, one in which you will be required to formally submit your completed portfolio one month before your graduation, along with the *Capstone Project: The Case Presentation*, housed within section IX.

Scoring rubrics are used for assessing the various components of the portfolio. Sections I–VIII of the Professional Portfolio must receive either a rating of “Proficient” or “Exceptional” in order to receive a satisfactory grade for your professional portfolio. You will be asked to continue to work on these sections until you receive a satisfactory grade in each of these areas. Section IX will have its own unique rubric used to assess how well you were able to integrate identified CACREP competencies to a specific case chosen by you, demonstrating to the faculty how you used your knowledge and skills as you worked in the planning, interventions, and management of your particular case. This presentation is to allow you to shine and show us how you have grown and developed into the professional counselor we all want you to be.

You will receive training and guidance on what the professional portfolio entails at the *Portfolio & Capstone Seminars* held each Fall and Spring semester. The various sections of the professional portfolio, along with special emphasis on the capstone project that is housed in section IX of the portfolio, will be discussed and further explained at each of these seminars. We ask that you attend and sign-in for at least three seminars during the time in your program. This time is important for you in order to receive the necessary instructions and demonstrations on what is expected of you as you complete this important requirement. In fact, it would be in your best interest to take this assignment as serious and be as committed as you would to an MA thesis.

Professional Portfolio Objectives

A professional portfolio is a collection of experience-based materials and reflective information that demonstrate the various dimensions of the counselor’s work, philosophy, abilities, and dispositions. The goal of the portfolio is to have counselors analyze their various learning experiences and to then synthesize their learning in a way that demonstrates how diverse activities and insights from the program have contributed to their competence and professional identity. As such, a portfolio is as much a process as it is a product.

The portfolio in our counselor training programs, M.A. in Clinical Mental Health Counseling and the M.A. in School Counseling is used to:

- Assess a student’s growth and development throughout their program and over time
- Assess a student’s knowledge and ability to integrate knowledge with skills
- Showcase a student’s experience and mastery of practice with explanation and reflection on the meaning or significance of their experiences
- Allow counseling students to actively engage in the development, demonstration and evaluation of their own competence
- Allow the program to assess the knowledge, skill and practice outcomes specified in the CACREP (2016) standards, along with program-specific learner outcomes
- Allow students to consider what and how they have learned by writing reflections on significant facets of their development in becoming professional counselors
- Give students a forum to show the development and application of their skills to future employers
- Demonstrate how students made the most of their graduate-level training, whether it be through the research papers written, practicum or internship experiences shared, or a multitude of other activities involved in their professional development
- Allow students to be able to review their accomplishments and present them to others (professors, future employers, applications to a doctoral program, etc.) effectively
- Document the benefits the counseling profession has to offer society
- Use rubric results of the *Capstone Project: The Case Presentation*, section IX, to assess two important levels: First how well our students are able to integrate their program competencies in a practical way, both in the areas of knowledge and skills, in a case presentation; and, second, how well we, as professors and our counselor education program as a whole, are doing in teaching our students the knowledge, skills and competencies needed as we train them to be competent, well-prepared professional counselors. This step will then lead to further assessments of what changes are needed to better our programs.

Portfolio Check-point Deadlines

Apart from the Portfolio and Capstone Seminars, there will be four check-points that you must keep in mind. These deadlines will be important to meet in order to receive the feedback and make the purposeful progress needed to contribute to a successful final product. At each check-point time, you are to submit your portfolio as an assignment to GDPC695 Professional Portfolio on Livetext. This class can be found on your Livetext Dashboard.

The first check-point will occur by the end of your first semester and must be completed before you will be allowed to begin your GDPC650 Practicum class. By this time, you should have:

- set up the pre-existing template for the nine sections of your professional portfolio (section I);
- you should have included your letter of acceptance into the program (section I);
- you should have completed your biographical sketch, including a contribution of some sort on your personal interests (section I);
- you should have completed writing the first of at least three entries of your evolving personal philosophy applied to your specialty (section II);
- you should include the documents necessary to demonstrate that you obtained your back-ground check through COEUS and signed the Conviction Clearance document necessary to continue onto Practicum (section IV);

- you should upload a copy of your proof of Professional Liability Insurance which is free through ACA's student membership. Once you have logged in to the ACA website there will be a proof of liability tab where you can print off a copy of your coverage;
- you should have evidence of professional membership (section V);
- you should have updated any other activities in section V, VII and VIII that you have engaged in; and
- you should have updated sections VI based on the courses you took your first semester;
- you should have already attended your first Portfolio & Capstone Seminar.

The second check-point will occur at the end of your first two semesters and before you are allowed to begin your internship experience. The review will be completed by Dr. Hinman so please alert him when you are ready to have your portfolio reviewed, and have submitted it to GDPC695 on Livetext. By this time you should have:

- updated your evolving personal philosophy (section II);
- updated your course work information (section III);
- completed and attached the needed documents and information of your Practicum experience (section IV);
- completed the assignment in section IV where you discuss what you would like to accomplish in your upcoming internship experience, as well as discuss the populations you prefer to work with, and why, and those you do not prefer to work with, and why;
- you should include the document demonstrating that you signed your 2nd Conviction Clearance form needed in order to continue onto Internship (section IV);
- updated what you can in sections V, VI, VII and VIII;
- you should have attended your second Portfolio and Capstone Seminar;
- you should have begun working on Section IX, *the Capstone Project: The Case Presentation*.

The third check-point will occur at the end of your internship experience and will be conducted by Dr. Waite. Please alert him when you are ready to have your portfolio reviewed at this time. By this time you should have:

- Updated your evolving personal philosophy (section II);
- Updated your course work information (section III);
- Complete and attached needed documents and information collected thus far of your Internship experience (section IV);
- Updated what you can in sections V, VI, VII and VIII;
- Nearly completed Section IX, *the Capstone Project: The Case Presentation*.

The last check-point will occur at the completion of your program, at least two months before your scheduled graduation. By this time you should have:

- Updated your evolving personal philosophy (section II);
- Updated your course work information (section III);

- Complete and attached needed documents and information collected thus far of your Internship experience (section IV);
- Updated what you can in sections V, VI, VII and VIII;
- Completed Section IX, *the Capstone Project: The Case Presentation*

All sections must be completed by this time. The “green-light” for graduation, with respect to your professional portfolio, will be given once the counselor education core faculty members have reviewed your completed portfolio and once you have received a **Proficient** to **Exceptional** rating on sections I-VIII and you have at least a **Proficient** rating on your *Capstone Project: The Case Presentation* assignment. Notifying us of your completed portfolio **two months** before your graduation is necessary to give the faculty the time needed to review your final product and schedule for your presentation of *The Capstone Project: The Case Presentation* assignment. If any section is left wanting, you might need to wait until the following semester to resubmit your corrected/updated portfolio. **Please note: this could delay your time of graduation if you are not careful.**

Each student must register for GDPC695 Professional Portfolio in their last semester. This 0-credit, 0-cost class will be used to document your satisfactory completion of the portfolio and clear you for graduation. At this time you will be asked to sign up for a 30 minute slot where you will present your portfolio to the core counselor education faculty. Your presentation should be from 20-25 minutes in length.

Portfolio Structure and Outline

A portfolio should be a well-organized and attractive presentation of professional materials that represent your “best work.” It should be organized in LiveText and contain a navigation menu and individual sections corresponding to the major themes we would like you to develop in your program. There are nine (9) sections that make-up your professional portfolio, and all must be developed by you. Construction and sub-themes are left to the discretion of the individual, but all contents should make a statement about your standards of quality and the sense of self that you bring to the counseling profession.

The following sections make up the contents of the professional portfolio:

- I. Introduction: Letter of Acceptance, Biographical Sketch and Personal Interests
- II. Evolving Personal Philosophy: (Applied to Clinical Mental Health Counseling or School Counseling). Because it is to be an “evolving” philosophy, it is recommended that each update version or add-on is dated.
- III. Course Work: List of courses taken, along with their course description, and course syllabus, and should include a minimum of one, and not more than three, attachments for each course which demonstrate the type of work/topics you partook in during the course. Additionally, a sentence or two should be included that describes what you have personally learned in the class.

The attachments should demonstrate the learning that took place in the course that the student chooses to showcase, and should include one of the following modalities: a major project, evaluation, midterm or

final exam, term paper, book review/report, write-up of an interesting activity required in the class, or any other assignment the student might wish to present. **NOTE:** So as to demonstrate a variety of learning experiences, all students are asked to exhibit at least five of the eight modalities mentioned above in any of their classes.

- IV. **Practicum and Internship:** to include documents verifying Conviction Clearance before Practicum and Internship times, a description of where one conducted their practicum and internship, name/s of supervisor/s, vitas of supervisor/s, contract forms, objectives, signed informed consent forms for supervision (if applicable); type of clients seen, log of hours, daily activity logs (Internship), supervisor evaluations, annotated bibliography of at least 10 selected sources (see Internship manual for details), and other materials that you used or obtained during this hands-on experience that you would wish to save in this section. This might include letters of thanks/recognition from clients, internship supervisors, principals, supervisors.
- V. **Professional Development:** to include information and evidence of professional membership/s, professional meetings attended (description of conference, date, place) description professional presentations made (attaching notes/presentation paper), publications (include bibliographic information and attach copy of article), professional leadership roles engaged in while in the program (i.e. position on graduate student committees, event planner for the cohort) and other activities that have contributed to the student's sense of professional development.
- VI. **Demonstration of technology competencies** (i.e. accessing and use of search engines; power point presentations; webpages/sites created; use of skype or other technology in Practicum or Internship; other original multimedia or technology innovations you created).
- VII. **Service Activities** engaged in, since accepted into the program, within one's community, church or society.
- VIII. **Resume, Letters of Recommendations and References.** You might also want to include Honors/ Awards/ Recognitions/ Scholarships received during your tenure in the program.
- IX. ***The Capstone Project: The Case Presentation*** assignment: For this assignment, you are to select a particular client-case with whom you worked with either during your Practicum or Internship experience, and use it as the foundation of your case presentation. This case presentation is considered the Capstone Project for all students completing an MA in CMHC or SC program and should reflect the competencies of the program you are registered in. This assignment culminates in you presenting your case in front of the Core Counseling Program professors in a formal presentation, sometime after completing your Internship experience and before your scheduled graduation. Please note that this presentation is considered the final step in getting your Professional Portfolios accepted.

More information on Capstone Project: The Case Presentation assignment/Section IX: As you prepare for your case presentations, we strongly recommend the following:

- a. Make sure to attend at least three Portfolio and Capstone Seminars. These training sessions are for you and will guide you toward a successful Professional Portfolio experience. Stay alert to when they are scheduled each semester, and make sure to attend.
- b. Please note that one time a semester, the GPC department offers a Clinical Roundtable where case studies are presented by various students. You are invited to attend as many of these clinical roundtables as you like. These too will aid you in formulating your own

case study and presentation, and come highly recommended. Stay alert to when these are also scheduled each semester.

- c. As soon as you are able to identify a client that you believe would be a good case to present on, start collecting data and begin working on your case presentation. You can pick from any of the cases you worked on during your Practicum or Internship experience. While keeping your client's identity protected, begin by gathering the presenting problem, any assessments used to diagnose the client, the treatment plan developed (goals, objectives and interventions), and a treatment summary that reviews the outcome of the case. We will be assessing you and your presentation on how thoughtfully and proficiently you have integrated the knowledge, skills, and identified competencies to your chosen case. Your case presentation should end with a discussion on how you might handle the case differently now, is also required.
- d. Once you have your basic case information, go back and start reflecting and addressing the many "behind the scene" competencies that we have identified for you to demonstrate and discuss. How did they affect the choices you made as you managed this case? Note which competencies may have been applied consciously. Note which others were applied more unconsciously, while even reflecting on which competencies you missed using and wished you would have taken into consideration. How have these competencies affected the outcome? How have these competencies affected the direction of your therapeutic interventions, the questions you asked, or possibly even the questions and interventions you did or didn't ask or use? Immerse yourself thoughtfully and completely during this time you work on your presentation. Please note below the identified competencies you are being asked to address in your *Capstone Project: The Case Presentation*.
- e. Once your work is completed in all sections of your professional portfolio, sign up for your presentation-time with our Administrative Assistant. Make sure to schedule it at least two months before you graduate so that you are able to be ready to graduate on time.
- f. Please note, the attending professors will assess your presentation using a rubric found below, in order to assess the quality of the case presentation, the use of your knowledge and skills and the proficiency level in which the identified competencies were pinpointed, applied, and integrated throughout the case presentation.
- g. Rubric results will be used to assess not only how well you were able to integrate your program competencies into practice, but they will also be used to assess how well our counselor education programs are teaching these competencies.
- h. Once all the students have presented their Professional Portfolios in a given semester, the rubric scores of the *Capstone Project: The Case Presentation* assignments will be presented to the rest of the GPC faculty informing them how well the students did, individually and as a group. Areas of strengths and weaknesses in our counselor education programs will then be identified, and recommendations for changes will be made in order to improve and enhance the effectiveness of our training programs in the specialty areas of Clinical Mental Health Counseling and School Counseling.

Section IX: Competencies in the CMHC Program That Must Be Identified in the Capstone Project: The Case Presentation Assignment:

Competencies and questions to answer in the following areas:

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE:

- *Philosophy of the counseling profession and your specialty area:* As a professional Clinical Mental Health Counselor, what is the philosophy of your approach and how does it affect the management of this case?
- *Applications of ethical and legal considerations:* What ethical and legal considerations are applicable in this case? Please explain.
- *Role of counseling supervision:* What role did supervision have in this case?
- *Appropriate self-care strategies:* What self-care strategies did you use as the counselor in this case?

SOCIAL AND CULTURAL DIVERSITY

- *Multicultural characteristics:* What multicultural characteristics does your client possess that you took into consideration while working with him/her?
- *Multicultural competencies:* What multicultural competencies did you feel were important to have while working with this client?
- *Impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others:* What impact did your heritage, attitudes, beliefs, understandings, and acculturative experiences have on your view of your client?
- *Impact of spiritual beliefs on client's and counselor's worldviews:* What impact did your client's spiritual beliefs have on their worldview? What impact did your personal spiritual beliefs have on your worldview and how you approached this client?

HUMAN GROWTH AND DEVELOPMENT

- *Theories of individual and family development:* What developmental stage was your client at as an individual and as part of his family? How did this guide your intervention use with this client?
- *Theories of addictions and addictive behaviors:* What, if any, theory of addictions and addictive behaviors did you refer to as you worked with this client? Please identify what the addiction behavior consisted of.
- *Biological, neurological and physiological factors:* What biological, neurological and physiological factors affected the development, behavior, and or functioning of your client? What did you do in your counseling approach that took this into consideration?
- *Ethical and culturally relevant strategies for promoting resilience and optimism development and wellness:* What ethical and culturally relevant strategies did you use and refer to in order to promote and develop resilience, wellness, and optimism in your client?

CAREER DEVELOPMENT

- *Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors:* As you worked with this client, what approaches did you use to conceptualize your client's interrelationships between his/her work, mental well-being, relationships, and other life roles and factors? How did you personalize these approaches to your client's personal situation?
- *Assessing conditions of the work environment on client's life experiences:* How did you assess the conditions of the client's work environment on the client's life experiences and what did you find?

COUNSELING AND HELPING RELATIONSHIPS

- *Theories and models of counseling:* What theories and models of counseling did you use with this client, give at least three examples, and discuss the strategies you used taken from these theories and models of counseling that you chose to follow. Why you choose these strategies? Please give examples of how well they worked with this client.
- *Systems approach:* Please discuss the systems in which your client lived, worked, and inherited. How did this affect how you conceptualized this case?
- *Suicide prevention models and strategies:* Did you assess client's suicidality? How and what prevention models or strategies did you use to prevent client harming him/herself?
- *Counselor characteristics and behaviors:* What characteristics and behaviors do you have as a counselor, and how did they influence the counseling process and relationship with this client? Which characteristics and behaviors came naturally and which did you intentionally display and use?

GROUP COUNSELING AND GROUP WORK

- *Dynamics associated with group process and development:* If you were to recommend that your client obtain group counseling, what type of group would you refer him/her to and what characteristics would you want to see in the group leader knowing your client?

ASSESSMENT AND TESTING

- *Methods of effectively preparing for and conducting initial assessment meeting:* What did you do to prepare and conduct effectively your initial assessment meeting with this client?
- *Use of assessments:* What assessments did you use to assess risk of aggression, danger to others, self-inflicted harm, suicide, trauma, abuse, diagnosis, career, personal and social development, personality and psychological state of being?
- How did you use the information from these assessments to manage this case?

RESEARCH AND PROGRAM EVALUATION

- *Needs assessment:* what methods did you use to make a needs assessment of your client?
- *Importance of research in advancing the counseling profession:* Please list at least five research articles that you consulted and identified for your evidence-based counseling practices that you were able to use with your client.
- *Outcome measures:* What did you use to measure the outcomes and progress of your work with your client?

CMHC Specialty area competencies to address:

- *Biopsychosocial case conceptualization and treatment planning:* How did you bio-psychosocially conceptualize this case and demonstrate how it led to development of this client's treatment plan.
- *Diagnostic process and use of diagnostic classification systems:* What process did you use to diagnose your client using the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) classification systems?
- *Impact of crisis, trauma, biological and neurological mechanisms on individuals:* What impact, if any, did your client experience when it came to a crisis, trauma, biological mechanisms and/or neurological mechanisms? Did any of these affect the course of your counseling sessions? Please explain.
- *Cultural factors:* What cultural factors were relevant in your counseling relationship with this client?
- *Medications:* What psychopharmacological medications did your client use, if any? What are the indications and contraindications commonly found in your client's medications? Why would this be important for you to know? Where did you go to obtain this information?
- How might being a member of the American Counseling Association (ACA) help you while working and managing this client's case? What resources does ACA provide their members that might be helpful for you as a professional counselor?
- *Advocacy:* How might you advocate for the mental health issues experienced by this particular case? Why is advocacy so important to Clinical Mental Health Counselors?

Section IX: Competencies in the SC Program That Must Be Identified in the Capstone Project: The Case Presentation Assignment:

Competencies and Questions to respond to in the following areas:

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE:

- *Philosophy of the counseling profession and your specialty area:* As a professional counselor, what is the philosophy of your approach and how does it affect the management of this case?
- *Applications of ethical and legal considerations:* What ethical and legal considerations are applicable in this case? Please explain.
- *Role of counseling supervision:* What role did supervision have in this case?
- *Appropriate self-care strategies:* What self-care strategies did you use as the counselor in this case?

SOCIAL AND CULTURAL DIVERSITY

- *Multicultural characteristics:* What multicultural characteristics does your client possess that you took into consideration while working with him/her?
- *Multicultural competencies:* What multicultural competencies did you feel were important to have while working with this client?

- *Impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others:* What impact did your heritage, attitudes, beliefs, understandings, and acculturative experiences have on your view of your client?
- *Impact of spiritual beliefs on client's and counselor's worldviews:* What impact did your client's spiritual beliefs have on their worldview? What impact did your personal spiritual beliefs have on your worldview and how you approached this client?

HUMAN GROWTH AND DEVELOPMENT

- *Theories of individual and family development:* What developmental stage was your client at as an individual and as part of his family? How did this guide your intervention use with this client?
- *Treatment of addictions and addictive behaviors:* What, if any, interventions for addictions and addictive behaviors did you use/refer to as you worked with this client? Please identify what the addiction behavior consisted of.
- *Biological, neurological and physiological factors:* What biological, neurological and physiological factors affected the development, behavior, and or functioning of your client? What did you do in your counseling approach that took this into consideration?
- *Ethical and culturally relevant strategies for promoting resilience and optimism development and wellness:* What ethical and culturally relevant strategies did you use and refer to in order to promote and develop resilience, wellness, and optimism in your client?

CAREER DEVELOPMENT

- *Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors:* As you worked with this client, what approaches did you use to conceptualize your client's interrelationships between his/her work, mental well-being, relationships, and other life roles and factors? How did you personalize these approaches to your client's personal situation?
- *Assessing conditions of the work environment on client's life experiences:* How did you assess the conditions of the client's work environment on the client's life experiences and what did you find?

COUNSELING AND HELPING RELATIONSHIPS

- *Theories and models of counseling:* What theories and models of counseling did you use with this client, give at least three examples, and discuss the strategies you used taken from these theories and models of counseling that you chose to follow. Why did you choose these strategies? Please give examples of how well they worked with this client.
- *Systems approach:* Please discuss the systems in which your client lived, worked, and inherited. How did this affect how you conceptualized this case?
- *Suicide prevention models and strategies:* Did you assess client's suicidality? How and what prevention models or strategies did you use to prevent the client from harming him/herself?
- *Counselor characteristics and behaviors:* What characteristics and behaviors do you have as a counselor, and how did they influence the counseling process and relationship with this client? Which characteristics and behaviors came naturally and which did you intentionally display and use?

GROUP COUNSELING AND GROUP WORK

- *Dynamics associated with group process and development:* If you were to recommend that your client obtain group counseling, what type of group would you refer him/her to and what characteristics would you want to see in the group leader knowing your client?

ASSESSMENT AND TESTING

- *Methods of effectively preparing for and conducting initial assessment meeting:* What did you do to prepare and conduct effectively your initial assessment meeting with this client?
- *Use of assessments:* What assessments did you use to assess risk of aggression, danger to others, self-inflicted harm, suicide, trauma, abuse, diagnosis, career, personal and social development, personality and psychological state of being?
- How did you use the information from these assessments to manage this case?

RESEARCH AND PROGRAM EVALUATION

- *Needs assessment:* what methods did you use to make a needs assessment of your client?
- *Importance of research in advancing the counseling profession:* Please list at least five research articles that you consulted and identified for your evidence-based counseling practices that you were able to use with your client.
- *Outcome measures:* What did you use to measure the outcomes and progress of your work with your client?

SC Specialty area competencies to address:

- Which model of school counseling programs did you apply to this client-student case addressed here? Please explain.
- Which model of a P-12 comprehensive career development did you apply to this client-student case addressed here? Please explain.
- What assessments did you use specific to this client-student case. Please explain.
- During your internship, please discuss how you led out with the work with this client-student and how you advocated for him/her. Also, please explain how you led out in any multidisciplinary teams as you worked with student.
- Working with this client-student, what characteristics, risk factors, and warning signs did you pick up suggesting he/she was at risk for mental health and/or behavioral disorders? Share how you assessed client's-student's use of common medications and how this affected his/her learning behavior and mood.
- What did you do, or would like to do in the future, to advocate for school counselors and the need to have them in all schools?

Counseling Education Portfolio Evaluation Rubric for Counseling Training Programs

Name _____ ID# _____ Date _____

Professional Portfolio (2 months before anticipated graduation date)

Overall General: Graded on appearance, writing conventions, aesthetic appeal, individualized

Exceptional	Proficient	Developing	Emerging	Unsatisfactory
<p>Aesthetically pleasing. Conveys an appealing and creative format</p> <p>Reflection shows in-depth critical analysis of growth</p> <p>Demonstrated excellent editing and exceptional attention to detail</p>	<p>Neatly organized</p> <p>Professional appearance</p> <p>Reflection and critical thinking about each element of minimal depth</p> <p>Navigational Menu Complete</p>	<p>Neatly organized</p> <p>Professional appearance</p> <p>Reflection included but not in-depth</p> <p>Navigational Menu incomplete</p>	<p>Contains all required elements</p> <p>Not presented professionally</p> <p>Reflection about growth lacking in one or more areas</p> <p>Navigational Menu poorly developed</p>	<p>Missing one or more required elements</p> <p>May contain errors</p> <p>Navigational menu missing</p>

Professional Portfolio Rubric by Section

Section I: Introduction

- Introductory Statement (Why you choose to enter the counseling field.)
- Biographical Sketch
- Personal Interests

Exceptional	Proficient	Developing	Emerging	Unsatisfactory
<p>Aesthetically pleasing. Conveys an appealing and creative format</p> <p>Reflection shows in-depth critical analysis of growth</p> <p>Demonstrated excellent editing and exceptional attention to detail</p>	<p>Neatly organized</p> <p>Professional appearance</p> <p>Reflection and critical thinking about each element of minimal depth</p>	<p>Neatly organized</p> <p>Professional appearance</p> <p>Reflection included but not in-depth</p>	<p>Contains all required elements</p> <p>Not presented professionally</p> <p>Reflection about growth lacking in one or more areas</p>	<p>Missing one or more required elements</p> <p>May contain errors</p>

Section II: Evolving Personal Philosophy

- Applied to Clinical Mental Health Counseling
- Shows how philosophy evolved over the course of study

Exceptional	Proficient	Developing	Emerging	Unsatisfactory
<p>Aesthetically pleasing. Conveys an appealing and creative format</p> <p>Reflection shows in-depth critical analysis of growth and progression of philosophical thought in detail</p> <p>Demonstrated excellent editing and exceptional attention to detail</p>	<p>Neatly organized</p> <p>Professional appearance</p> <p>Minimal depth in reflection and critical thinking about progression of philosophical thought</p>	<p>Neatly organized</p> <p>Professional appearance</p> <p>Reflection included but not in-depth, lacking clear progression of thought</p>	<p>Contains all required elements</p> <p>Not presented professionally</p> <p>Minimal reflection noted</p>	<p>Missing one or more required elements</p> <p>May contain errors</p> <p>Reflection about personal philosophy does not show evolution of thought</p>

Section III. Course Work

- List of courses taken
- Course descriptions included for each course
- Course syllabus included for each course
- A minimum of one (and not more than three) attachments for each course
- Showcase attachments that demonstrates at least five of the eight modalities recommended (including: a major project, evaluation, midterm or final exam, term paper, book review/report, write-up of an interesting activity required in the class, or any other assignment the student might wish to present)
- Demonstrate the type of work/topics the student partook in during the course

Exceptional	Proficient	Developing	Emerging	Unsatisfactory
<p>Aesthetically pleasing. Conveys an appealing and creative format</p> <p>Choice of assignments attached show superbly the learning that took place in each course</p> <p>Attachments demonstrated excellent editing and exceptional attention to detail</p> <p>At least 5/8 modalities showcased throughout the attachments in a creative, superb way</p>	<p>Neatly organized</p> <p>Professional appearance</p> <p>Choice of assignments attached show the learning that took place in each course</p> <p>At least 5/8 modalities showcased throughout the attachments</p>	<p>Neatly organized</p> <p>Professional appearance</p> <p>Choice of assignments attached show the learning that took place in each course</p> <p>Missing 5/8 modalities showcased throughout the attachments</p>	<p>Not presented professionally</p> <p>Choice of assignments weak in showing the learning that took place</p> <p>Variety of modalities missing in attachments; quality of attachments weak</p>	<p>Missing one or more required elements</p> <p>May contain errors</p> <p>Attachments were done with minimal thought and lacked quality</p>

Section IV. Practicum and Internship

- Includes a description of where one conducted their practicum and internship
- Includes one’s reflections before Internship experience
- Includes name/s of supervisor/s and vitas of supervisor/s
- Describes type of clients seen (most challenging and successful cases and explain why)
- Includes weekly log of hours & Daily Activity Logs (as needed for Practicum and Internship)
- Includes supervisor evaluations; contracts; informed consent forms for supervision (if applicable)
- Annotated Bibliography; Conviction Clearance Documents

Exceptional	Proficient	Developing	Emerging	Unsatisfactory
<p>Aesthetically pleasing. Conveys an appealing and creative format</p> <p>Demonstrated excellent editing and exceptional attention to detail</p> <p>Reflections on cases show in-depth critical analysis</p> <p>Logs are detailed, all signatures are present, log of activities show great intentionality in the array and choice of learning activities</p>	<p>Neatly organized</p> <p>Professional appearance</p> <p>Editing and attention to detail adequate</p> <p>All required elements present</p> <p>Reflections and critical thinking about cases presented of minimal depth</p> <p>Logs complete</p>	<p>Neatly organized</p> <p>Required elements present</p> <p>Professional appearance</p> <p>Reflections included but not in-depth</p> <p>Logs missing one or more element</p>	<p>Not presented professionally</p> <p>Missing one or more required elements</p> <p>Poorly organized</p> <p>Reflections minimal and weak</p> <p>Logs incomplete and shows lack of intentionality</p>	<p>Missing one or more required elements</p> <p>May contain errors</p> <p>Reflections lacking</p> <p>Logs incomplete and poorly done</p>

Section V. Professional Development

- Information and evidence of professional membership/s
- Professional meetings attended (description of conference, date, place)
- Description of professional presentations made (attaching notes/presentation paper)
- Publications (include bibliographic information and attach copy of article)
- Professional leadership positions held along with a description of duties (among cohort)
- Other activities that have contributed to the student’s sense of professional development

Exceptional	Proficient	Developing	Emerging	Unsatisfactory
<p>Aesthetically pleasing. Conveys an appealing and creative format</p> <p>Reflection shows in-depth critical analysis of growth</p> <p>Demonstrates a strong effort to become the best professional possible</p>	<p>Neatly organized</p> <p>Contains all required elements</p> <p>Professional appearance</p> <p>Reflections of minimal depth</p>	<p>Neatly organized</p> <p>Contains all required elements</p> <p>Professional appearance</p> <p>Reflections included but not in-depth</p>	<p>Contains all required elements</p> <p>Not presented professionally</p> <p>Reflections superficial</p> <p>Demonstrates poor effort to develop professional identity</p>	<p>Missing one or more required elements</p> <p>May contain errors</p> <p>Reflections non-existent</p> <p>Demonstrates little to no effort in becoming a good professional counselor</p>

Demonstrated excellent editing and exceptional attention to detail	Demonstrates adequate effort to become a good professional counselor	Demonstrates OK effort to develop professional identity		
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Section VI. Demonstration of technology competencies (i.e. of programs given in class using power point, webpages/sites created, or other original multimedia or technology innovations you created).

Exceptional	Proficient	Developing	Emerging	Unsatisfactory
<p>Aesthetically pleasing. Conveys an appealing and creative format</p> <p>Reflection shows in-depth critical analysis of growth</p> <p>Demonstrates a strong effort to become the best professional possible</p> <p>Demonstrated excellent editing and exceptional attention to detail</p>	<p>Neatly organized</p> <p>Contains all required elements</p> <p>Professional appearance</p> <p>Reflections of minimal depth</p> <p>Demonstrates adequate effort to become a good professional counselor</p>	<p>Neatly organized</p> <p>Contains all required elements</p> <p>Professional appearance</p> <p>Reflections included but not in-depth</p> <p>Demonstrates OK effort to develop professional identity</p>	<p>Contains all required elements</p> <p>Not presented professionally</p> <p>Reflections superficial</p> <p>Demonstrates poor effort to develop professional identity</p>	<p>Missing one or more required elements</p> <p>May contain errors</p> <p>Reflections non-existent</p> <p>Demonstrates little to no effort in becoming a good professional counselor</p>

Section VII. Service Activities engaged in, since accepted into the program, within one's community, church or society.

Exceptional	Proficient	Developing	Emerging	Unsatisfactory
<p>Demonstrated a strong effort to be engaged in one's community, church or society.</p> <p>Reflections of experiences described in-depth</p> <p>Strong sense of social justice evident</p> <p>Demonstrated excellent editing and exceptional attention to detail</p>	<p>Demonstrated an above average effort to be engaged in one's community, church or society.</p> <p>Reflections of minimal depth</p> <p>Importance of such activity discussed</p> <p>Demonstrated an adequate ability to share the activities engaged in</p>	<p>Neatly organized</p> <p>Contains all required elements</p> <p>Professional appearance</p> <p>Reflections included but not in-depth</p> <p>Activities described, yet discussed with little reflection</p>	<p>Contains all required elements</p> <p>Not presented professionally</p> <p>Reflections superficial</p> <p>Demonstrated tendencies to dedicate little effort to become engaged in one's community, church or society.</p>	<p>Missing one or more required elements</p> <p>May contain errors</p> <p>Reflections non-existent</p> <p>Demonstrated no effort to become engaged in one's community, church or society.</p>

Section VIII. Resume, Letters of Recommendations and References.

- Resume
- Letters of Recommendations
- References

Exceptional	Proficient	Developing	Emerging	Unsatisfactory
<p>Aesthetically pleasing. Conveys an appealing and creative format</p> <p>Demonstrated excellent editing and exceptional attention to detail</p>	<p>Neatly organized</p> <p>Professional appearance</p>	<p>Neatly organized</p> <p>Professional appearance</p>	<p>Contains all required elements</p> <p>Not presented professionally</p>	<p>Missing one or more required elements</p> <p>May contain errors</p>

Section IX. Capstone Project: The Case Presentation

For CMHC: The 33 competencies are rated using the following rubric below:				
For SC: The 32 competencies are rated using the following rubric below:				
Exceptional	Proficient	Developing	Emerging	Unsatisfactory
<ul style="list-style-type: none"> • In-depth reflection noted in all areas of the case presentation. • All required competencies were addressed at this level • Reflection shows in-depth critical analysis of growth • Superior performance quality noted on case management • Excellent demonstration of steps taken to form and execute treatment plan • Superior performance quality noted on presentation overall 	<ul style="list-style-type: none"> • Adequate reflection noted in all areas of the case presentation • All required competencies were addressed • Reflection and critical analysis adequate • Adequate performance quality noted on case management • Adequate demonstration of steps taken to form and execute treatment plan • Adequate performance quality noted on presentation overall 	<ul style="list-style-type: none"> ▪ Reflection at least one full page (double spaced) ▪ Reflection included but not in-depth ▪ Each category documented by one artifact ▪ Consistent quality of average performance 	<ul style="list-style-type: none"> ▪ Reflection less than one page (double-spaced) ▪ Reflection about growth lacking in one or more areas ▪ Two thirds of the above categories are addressed with an artifact ▪ Inconsistent quality of performance 	<ul style="list-style-type: none"> ▪ Intro paper descriptive of domain but not reflective ▪ Does not comment on growth in area ▪ Required artifact(s) missing ▪ Sub-standard quality of performance

Portfolio CMHC Presentation Checklist

For Faculty Reviewers

Name: _____ Date: _____

Professional Counseling Orientation and Ethical Practice

- Philosophy of the counseling profession and your specialty area:* As a professional Clinical Mental Health Counselor, what is the philosophy of your approach and how does it affect the management of this case?
- Application of ethical and legal considerations:* What ethical and legal considerations are applicable in this case?
- Role of counseling supervision:* What role did supervision have in this case?
- Appropriate self-care strategies:* What self-care strategies did you use as the counselor in this case?

Social and Cultural Diversity

- Multicultural characteristics:* What multicultural characteristics does your client possess that you took into consideration while working with him/her?
- Multicultural competencies:* What multicultural competencies did you feel were important to have while working with this client?
- Impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others:* What impact did your heritage, attitudes, beliefs, understandings, and acculturative experiences have on your view of your client?
- Impact of spiritual beliefs on client's and counselor's worldviews:* What impact did your client's spiritual beliefs have on their worldview? What impact did your personal spiritual beliefs have on your worldview and how you approached this client?

Human Growth and Development

- Theories of individual and family development:* What developmental stage was your client at as an individual and as part of his family? How did this guide your intervention use with this client?
- Theories of addictions and addictive behaviors:* What, if any, theory of addictions and addictive behaviors did you refer to as you worked with this client? Please identify what the addiction behavior consisted of.
- Biological, neurological and physiological factors:* What biological, neurological and physiological factors affected the development, behavior, and or functioning of your client? What did you do in your counseling approach that took this into consideration?
- Ethical and culturally relevant strategies for promoting resilience and optimism development and wellness:* What ethical and culturally relevant strategies did you use and refer to in order to promote and develop resilience, wellness, and optimism in your client?

Career Development

- Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors:* As you worked with this client, what approaches did you use to conceptualize your client's interrelationships between his/her work, mental well-being, relationships, and other life roles and factors? How did you personalize these approaches to your client's personal situation?
- Assessing conditions of the work environment on client's life experiences:* How did you assess the conditions of the client's work environment on the client's life experiences and what did you find?

Counseling and Helping Relationships

- Theories and models of counseling:* What theories and models of counseling did you use with this client, give at least three examples, and discuss the strategies you used taken from these theories and models of counseling that you chose to follow. Why you choose these strategies? Please give examples of how well they worked with this client.
- Systems approach:* Please discuss the systems in which your client lived, worked, and inherited. How did this affect how you conceptualized this case?
- Suicide prevention models and strategies:* Did you assess client's suicidality? How and what prevention models or strategies did you use to prevent client harming him/herself?
- Counselor characteristics and behaviors:* What characteristics and behaviors do you have as a counselor, and how did they influence the counseling process and relationship with this client? Which characteristics and behaviors came naturally and which did you intentionally display and use?

Group Counseling and Group Work

- Dynamics associated with group process and development:* If you were to recommend that your client obtain group counseling, what type of group would you refer him/her to and what characteristics would you want to see in the group leader knowing your client?

Assessment and Testing

- Methods of effectively preparing for and conducting initial assessment meeting:* What did you do to prepare and conduct effectively your initial assessment meeting with this client?
- Use of assessments:* What assessments did you use to assess risk of aggression, danger to others, self-inflicted harm, suicide, trauma, abuse, diagnosis, career, personal and social development, personality and psychological state of being?
- How did you use the information from these assessments to manage this case?

Research and Program Evaluation

- Needs assessment:* what methods did you use to make a needs assessment of your client?
- Importance of research in advancing the counseling profession:* Please list at least five research articles that you consulted and identified for you evidence-based counseling practices that you were able to use with your client.
- Outcome measures:* What did you use to measure the outcomes and progress of your work with your client?

CMHC Specialty area competencies to address:

- *Biopsychosocial case conceptualization and treatment planning:* How did you bio-psychosocially conceptualize this case and demonstrate how it led to development of this client's treatment plan.
- *Diagnostic process and use of diagnostic classification systems:* What process did you use to diagnose your client using the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) classification systems.
- *Impact of crisis, trauma, biological and neurological mechanisms on individuals:* What impact, if any, did your client experience when it came to a crisis, trauma, biological mechanisms and/or neurological mechanisms? Did any of these affect the course of your counseling sessions? Please explain.
- *Cultural factors:* What cultural factors were relevant in your counseling relationship with this client?
- *Medications:* What psychopharmacological medications did your client use, if any? What are the indications and contraindications commonly found in your client's medications? Why would this be important for you to know? Where did you go to obtain this information?
- How might being a member of the American Counseling Association (ACA) help you while working and managing this client's case? What resources does ACA provide their members that might be helpful for you as a professional counselor?

Student Feedback on his/her experience while in the program:

**Portfolio School Counseling Presentation Checklist
For Faculty Reviewers**

Name: _____ **Date:** _____

Professional Counseling Orientation and Ethical Practice

- Philosophy of the counseling profession and your specialty area:* As a professional School Counselor, what is the philosophy of your approach and how does it affect the management of this case?
- Application of ethical and legal considerations:* What ethical and legal considerations are applicable in this case? Please explain.
- Role of counseling supervision:* What role did supervision have in this case?
- Appropriate self-care strategies:* What self-care strategies did you use as the counselor in this case?

Social and Cultural Diversity

- Multicultural characteristics:* What multicultural characteristics does your client possess that you took into consideration while working with him/her?
- Multicultural competencies:* What multicultural competencies did you feel were important to have while working with this client?
- Impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others:* What impact did your heritage, attitudes, beliefs, understandings, and acculturative experiences have on your view of your client?
- Impact of spiritual beliefs on client's and counselor's worldviews:* What impact did your client's spiritual beliefs have on their worldview? What impact did your personal spiritual beliefs have on your worldview and how you approached this client?

Human Growth and Development

- Theories of individual and family development:* What developmental stage was your client at as an individual and as part of his family? How did this guide your intervention use with this client?
- Theories of addictions and addictive behaviors:* What, if any, theory of addictions and addictive behaviors did you refer to as you worked with this client? Please identify what the addiction behavior consisted of.
- Biological, neurological and physiological factors:* What biological, neurological and physiological factors affected the development, behavior, and or functioning of your client? What did you do in your counseling approach that took this into consideration?
- Ethical and culturally relevant strategies for promoting resilience and optimism development and wellness:* What ethical and culturally relevant strategies did you use and refer to in order to promote and develop resilience, wellness, and optimism in your client?

Career Development

- Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors:* As you worked with this client, what approaches did you use to conceptualize your client's interrelationships between his/her work, mental well-being, relationships, and other life roles and factors? How did

you personalize these approaches to your client's personal situation?

- *Assessing conditions of the work environment on client's life experiences:* How did you assess the conditions of the client's work environment on the client's life experiences and what did you find?

Counseling and Helping Relationships

- *Theories and models of counseling:* What theories and models of counseling did you use with this client, give at least three examples, and discuss the strategies you used taken from these theories and models of counseling that you chose to follow. Why you choose these strategies? Please give examples of how well they worked with this client.
- *Systems approach:* Please discuss the systems in which your client lived, worked, and inherited. How did this affect how you conceptualized this case?
- *Suicide prevention models and strategies:* Did you assess client's suicidality? How and what prevention models or strategies did you use to prevent client harming him/herself?
- *Counselor characteristics and behaviors:* What characteristics and behaviors do you have as a counselor, and how did they influence the counseling process and relationship with this client? Which characteristics and behaviors came naturally and which did you intentionally display and use?

Group Counseling and Group Work

- *Dynamics associated with group process and development:* If you were to recommend that your client obtain group counseling, what type of group would you refer him/her to and what characteristics would you want to see in the group leader knowing your client?

Assessment and Testing

- *Methods of effectively preparing for and conducting initial assessment meeting:* What did you do to prepare and conduct effectively your initial assessment meeting with this client?
- *Use of assessments:* What assessments did you use to assess risk of aggression, danger to others, self-inflicted harm, suicide, trauma, abuse, diagnosis, career, personal and social development, personality and psychological state of being?
- How did you use the information from these assessments to manage this case?

Research and Program Evaluation

- *Needs assessment:* what methods did you use to make a needs assessment of your client?
- *Importance of research in advancing the counseling profession:* Please list at least five research articles that you consulted and identified for you evidence-based counseling practices that you were able to use with your client.
- *Outcome measures:* What did you use to measure the outcomes and progress of your work with your client?

SC Specialty area competencies to address:

- Which model of school counseling programs did you apply to this client-student case addressed here? Please explain.
- Which model of a P-12 comprehensive career development did you apply to this client-student case addressed here? Please explain.

- What assessments did you use specific to this client-student case. Please explain.
- During your internship, please discuss how you lead out with the work with this client-student and how you advocated for him/her. Also, please explain how you led out in any multidisciplinary teams as you worked with student.
- Working with this client-student, what characteristics, risk factors, and warning signs did you pick up suggesting he/she was at risk for mental health and/or behavioral disorders. Share how you assessed client's-student's use of common medications and how this affected his/her learning behavior and mood.
- What did you do, or would like to do in the future, to advocate for school counselors and the need to have them in all schools?
- Advocacy:* How might you advocate for the mental health issues experienced by this particular case? Why is advocacy so important to Clinical Mental Health Counselors?

Student Feedback on his/her experience while in the program: