

PROFESSIONAL PORTFOLIO MANUAL

2024-2025

Academic Programs:

Art Therapy

Clinical Mental Health Counseling

Co-Occurring Disorders & Addiction Counseling

Marriage, Couples & Family Counseling

Specialty:

Expressive Arts Therapy (EXAT)

MA Certificates:

Post MA Certificate in Art Therapy

Post MA Certificate in Counseling

Post MA Certificate in EXAT

Post Baccalaureate Graduate Certificate:

Co-Occurring Disorders & Addiction Counseling

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Introduction: Definition

The professional portfolio is a requirement for the Master of Arts degree with a concentration in either:

- Art Therapy
- Counseling
 - Clinical Mental Health Counseling
 - Co-Occurring Disorders & Addiction Counseling
 - Marriage, Couples & Family Counseling
 - EXAT Specialty in any of the above concentrations

The professional portfolio is also a requirement for students seeking a Certificate (excludes EXAT).

A portfolio is a collection of experience-based materials and reflective information that demonstrates various dimensions of graduate student work, philosophy, skills, and attitudes. Students demonstrate, through diverse activities and personal insights, their competency in meeting their respective program's learning outcomes.

- The development of the portfolio begins as the graduate student enters a program and continues throughout one's chosen program of study.
- All graduate students will be introduced to the portfolio process during their first semester of coursework. The portfolio culminates with a defense at the end of the graduate student's program.
- A faculty advisor will be assigned to each student to help advance the portfolio process. Working with your advisor is important in order to receive feedback and make purposeful progress needed to contribute to a successful final product.

Purpose

The portfolio is developed in an ongoing manner throughout the graduate program, and used periodically as a tool for reflection, evaluation, and feedback. The overall purpose is to collect and combine examples of student work, experience, skills, and mastery with reflection on their meaning, significance, and/or application. The process of developing a professional portfolio has several purposes:

- Portfolio development is designed to facilitate a thoughtful and intentional entrance into one's chosen field of study. As students begin preparation in a professional career, it is important that they actively engage in each step of their learning. Reviewing one's strengths and "growing edges", setting goals for needed learning, and regular evaluation of progress are all important steps in engaging with the learning process at the graduate level. Developing a portfolio is a vehicle for this engagement.
- The process of portfolio development also provides opportunities for regular faculty evaluation and feedback for each student in a manner which includes dialogue between faculty member and graduate student. Developing one's professional identity is best accomplished with the guidance and feedback of professionals who can serve in the roles of consultant, teacher, mentor, and supervisor. Active dialogue enables students to shape and modify their learning

with attention to personal needs, strengths, and professional requirements. The portfolio development process fosters dialogue and feedback throughout the course of study.

- Successful completion of the assessment components of the portfolio process serves as “points of evaluation” during your graduate study.
- The portfolio assists with the professional job search process. A completed portfolio demonstrates proficiency and mastery and can be used as an employment tool.

Portfolio development is a process that: 1) facilitates students' intentional shaping of their learning, 2) provides for regular faculty feedback, 3) serves as "points of evaluation" throughout the program, and 4) provides a format for presentation of professional knowledge, skills, and attitudes.

Creating and Editing Your Portfolio

A portfolio is a “document” that is created from a LiveText Template. To begin using a LiveText Template, make sure you are logged into your LiveText account. Visit

<https://www.livetext.com/> and login with your username and password in the top-right of the screen.

1. Click on the “LiveText Docs” tab.
2. Click on the “New” button below the “My Work” tab.
3. Click “Templates” under the section “Adler Graduate School”. These are the templates created by Adler Graduate School.
4. Select the template titled “Professional Portfolio: Student”.
5. A preview of the template should appear on the right side of the screen. Scroll Down to the very bottom of the page (on the right) and click “Create Document” button.
6. A dialog box should appear on the screen, requesting you to give the document a title. Give your portfolio a professional title. Since LiveText auto-saves all documents, you are required to have a title for all documents. Click “Ok” to create a document using the template you selected.
7. The Template should now open within your “LiveText Docs” tab and allow you to edit and customize the template to create your own document.
8. **Modify Content:** By clicking "Edit" at the top of each section of a document, you can easily modify the content of a section and have the option to upload images or files to the page. These can be added to each section using the "Image" and "File Attachments" options in the "Edit" screen.
9. LiveText Tutorials: <https://www.livetext.com/doc/11138790/49402994>

Sharing Your Portfolio

Sharing allows a document's author to share the document with other LiveText users, LiveText groups, Visitor Passes, or shared as a public URL or web address. Documents can be shared with editor or viewer permissions. A user with view access can view, copy, and print the document. A user with edit access can modify the document as well as view, copy, and print it. Visitors can only be added as viewers.

- Sharing a document does not create a copy of the document.
- Each person that is given access to the document has access to the original document.
- If a shared document is modified, then all users with shared access will be able to view the modifications.
- If a shared document is deleted, that document is also deleted for all users with shared access.

Share a Document for Editing

- From within the document, click the **Share** button. The **Share** button is located above the page title.
- Enter the LiveText username, group, Visitor Pass, or the first and last name in the Search Editor text box.
- Click the **Add to Share** button when you find the user(s) with whom you want to share.

Share a Document for Viewing

- Enter the LiveText username, group, Visitor Pass, or the first and last name in the Search Viewer text box.
- Based on the first few letters of text entered, LiveText's Autocomplete Share Mechanism predicts the name or username of the LiveText member with whom the user wants to share. The system will display the first 15 matches below the search text box. If the user is not listed, the system was not able to identify the user. There were either no matches or several matches. Revise your entry and try again.
- Click the Add to Share button when you find the user(s) with whom you want to share.

Visitor Passes

- A Visitor Pass can be created to share documents with members outside of the LiveText community (e.g., prospective employers). After a Visitor Pass is created, one or more documents can be added to the pass. The pass may then be distributed to one or more visitors. Visitors may access only documents shared with the pass from the Visitor Pass area on the LiveText homepage.
- Visitor Passes can be created to share with others who are not listed. Tutorial: https://www.livetext.com/doc/11138790/49402080?review=#section-49402080_147859125

Portfolio Structure and Outline

Visually, a portfolio should be a well-organized, attractive presentation of professional materials. Add your picture or a picture of something that represents you to the first page of your portfolio. That will catch our attention! Typically, it is organized in a developmental sequence, outlining your professional development throughout your program.

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

1. **Introduction & Professional Philosophy:** Introduction to yourself, your background, interests, goals, and your statement of professional philosophy done in your Foundations Course.
2. **Writing Competency:** Demonstration of academic writing (e.g., literature reviews) and professional documentation (e.g., clinical documentation, referrals, intervention & treatment plans, evaluation/assessment plans).
3. **Practicum and Internship:** Include documents such as a description of practicum and internship experience, learning contracts and or goals and objectives, type of clients seen, final signed log of hours (Internship), supervisor evaluations, 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. Statement of growth and experience (see [Appendix B](#)).
4. **Professional Development:** Professional development activities: workshop/conference brochures from gatherings you attended; Summary of other professional activities and how these experiences add to your professional preparation. Copy of supporting materials verifying membership in professional organizations, subscriptions to professional journals, participation in other related professional activities, publications, presentations (not required).
5. **Community Service Activities:** Evidence of social interest and contribution to the community. Evidence of experiences and learning that occurs within and/or outside the formal academic program, such as participation in community and volunteer activities.
6. **Adlerian Theory:** You will be asked to demonstrate your understanding of Adlerian Theory. Make sure you demonstrate your knowledge, skill, and attitude (self-reflection) of the below 5 areas/competencies. Each of the competencies will be described in more detail in the LiveText portfolio. Add as much information as you feel you need in order to demonstrate how you meet each one. These competencies include:
 - a. Adlerian view of human nature.
 - b. Adlerian view of the counseling relationship.
 - c. Adlerian view: Psychology of Use.
 - d. Adlerian approach to treatment and/or intervention.
 - e. Adlerian view of the impact of cultural and social conditions.
7. **Multicultural Competencies:** You will be asked to demonstrate your understanding of the 4-quadrant model of Multicultural, Social Justice, and Advocacy competencies (see LiveText Portfolio for assignment details). The areas include:
 - a. Counselor self-awareness
 - b. Client word view
 - c. Counseling relationship
 - d. Counseling interventions and advocacy
8. **Program Competencies:** Demonstration of meeting the competencies associated with your program of study.
 - a. Each program has specific competencies areas that need to be addressed. You are to reflect upon the program-specific competencies, and then identify and discuss how you reached the level of competency needed for your area of study. This section of the

portfolio is particularly valuable in that it allows you to demonstrate your skills and application of knowledge.

- b. The competency section is broken down into two areas, 1) Core Competencies, and 2) Program Specific Competencies.
9. **Professional Documentation:** Resume, letters of recommendation, and professional references.
10. **Syllabi:** Upload and save ALL your syllabi

Reflections

You should convey your learning and growth throughout the program within your portfolio by writing reflective statements. You will find these writing prompts in your LiveText portfolio template. Reflective statements represent you as an emerging professional. In writing reflective statements, you might be prompted to reflect on:

- What did I do? What does it mean?
- What changes do I see in myself as a developing professional?
- How might I do things differently?
- What have I learned?

The reflection entry is then made meaningful and placed in the context within which a student wants it to be understood.

Please see writing rubric for reflections on next page:

WRITING RUBRIC FOR REFLECTION(S) and PAPERS

	Advanced	Proficient	Developing	Beginner
Reflective Thinking and Analysis	- The reflection explains the student's own thinking and learning processes, as well as implications for future learning. - The reflection is an in-depth analysis of the learning experience, the value of the derived learning to self or others, and the enhancement of the student's appreciation for the discipline. Additionally, pre-existing assumptions are identified and challenged. - Free of grammar and syntax errors.	- The reflection explains the student's thinking about his/her own learning processes. - The reflection is an analysis of the learning experience and the value of the derived learning to self or others. - Free of grammar and syntax errors.	- The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process. - The reflection attempts to analyze the learning experience, but the value of the learning to the student or others is vague and/or unclear. - There may be some grammar and syntax errors, but these do not compromise readability.	- The reflection does not address the student's thinking and/or learning. - The reflection does not move beyond a description of the learning experience. - Grammar and/or syntax errors interfere with the reader's ability to follow and/or comprehend the assignment.

Evaluation of Portfolio

During each Touchpoint (see pages 10-12) you will have the opportunity to meet with faculty to review your portfolio. Be ready to discuss the work in your portfolio during your evaluation. You do not have to talk about every single document, however, highlight what you think is most important and is reflective of meeting the requirements. Please use the rubrics for each area in this manual to demonstrate your learning in each section – one through nine. Faculty will use the applicable rubrics as guidance when reviewing your portfolio during these touchpoints.

Before you meet with your advisor, please make sure you upload a link to your portfolio in your advisor's page in Canvas.

A rubric is assigned to each area of your portfolio. There are four levels of proficiency:

Advanced	Proficient	Developing	Beginner
Student creatively synthesizes and integrates information supported by several examples and/or artifacts; Information is presented in a way that reflects professional insight.	Student synthesizes information in the portfolio; adds examples and/or artifacts; self-reflection demonstrates growth.	Student's work partially meets proficient level expectations.	Student's work does not yet meet proficient level expectations.

Evaluation Timeframe

All Programs	
Touchpoint #1	During a student's 4 th term / Following Course AGS 509/509.3 for EXAT, MCFC, CODAC, and CHMC students or AGS 558 for AT students.
Touchpoint #2	During the student's second year / During Course #931 for EXAT, MCFC, CODAC, and CHMC students or #958 for Art Therapy students.
Touchpoint #3	At the end of the graduate program with the completion of all academic courses. Completed during 604.

Professional Portfolio Touchpoint Evaluations

Touchpoint #1 Evaluation

Touchpoint #1 is completed during a student's 4th term / Following Course AGS 509/509.3 for EXAT, MCFC, CODAC, and CHMC students or AGS 558 for AT students.

Portfolio touchpoints are used as a checkpoint to meet with each student to review their progress toward meeting their learning competencies. During the Touchpoint #1, the following areas of the professional portfolio will be evaluated/reviewed:

Section 1- Introduction & Professional Philosophy:

- Completed background information, personal interests, and goals are included (section I)
- Action Plan: design an action plan for certificate/ degree completion.
- Complete the initial evolving professional philosophy statement.

Section 4- Professional Development:

- Establish membership in professional organizations is required as a part of your Foundations Course. Document one professional membership to NASAP and one other professional membership to your professional specialty area (student membership to NASAP is free).

Section 6- Adlerian Theory

- Submit a beginner understanding and emerging application of Adlerian Theory.

Section 7- Multicultural, Social Justice, and Advocacy Competencies

- Submit a beginner understanding and emerging application of the Multicultural, Social Justice, and Advocacy Competencies (MSJCC)

Section 8- Program Competencies:

- Submit a reflection on your understanding and emerging application of competencies associated with the classes you've completed (503 Foundations of Counseling, 551 Foundations of Art Therapy, 505 Developmental Psychology, 517 Ethics in Counseling, 509 - Comparative Theories, 523 Multicultural Counseling and 525 (3c) Essential Interviewing Skills)

Student:

- Please make sure you add your advisor to your portfolio through the *"share this document"* feature in Livetext.
- Copy the URL to your portfolio.
- To turn in your portfolio for a Touchpoint review, find the Touchpoint assignment link in your advisors Canvas page and add the URL when prompted.
- Make sure you reach out to your advisor to let them know you turned in your portfolio for your Touchpoint evaluation.

Touchpoint #2 Evaluation

Touchpoint #2 is completed during the student's second year / During Course #931 for EXAT, MCFC, CODAC, and CHMC students or #958 for Art Therapy students.

Portfolio touchpoints are used as a checkpoint to meet with each student to review their progress toward meeting their learning competencies. During Touchpoint #2, the following areas of the professional portfolio will be evaluated/ reviewed:

Section 2- Writing Competence:

- Submit a reflection on your growth and development in the areas of academic and clinical/ professional writing skills.

Section 4- Professional Development:

- Establish membership in professional organizations. Describe your engagement in professional development activities outside your academic career.

Section 5- Community Service Activities:

- Evidence of social interest and contribution to the community.
- Evidence of experiences and learning that occurs within and/or outside the formal academic program, such as participation in community and volunteer activities.

Section 6- Adlerian Theory

- Submit an updated reflection of understanding and clinical application of Adlerian Theory

Section 7- Multicultural, Social Justice, and Advocacy Competencies

- Submit an updated understanding and more clinical application of the Multicultural, Social Justice, and Advocacy Competencies (MSJCC)

Section 8- Program Competencies:

- Submit a reflection on your understanding and emerging application of competencies associated with the classes you've completed:

Disposition Evaluation:

- submit a copy of your self-survey taken in your Multicultural counseling and Practicum/ internship classes and uploaded to this portfolio section. Include a reflection of growth and challenges in the program to date.

Syllabi:

- Copies of syllabi from all courses are attached.

Student:

- Please make sure you add your advisor to your portfolio through the "*share this document*" feature in Livetext.
- Copy the URL to your portfolio.
- To turn in your portfolio for a Touchpoint review, find the Touchpoint assignment link in your advisors Canvas page and add the URL when prompted.
- Make sure you reach out to your advisor to let them know you turned in your portfolio for your Touchpoint evaluation.

Touchpoint #3 Evaluation

Course 604: Portfolio Evaluation and Presentation (Touchpoint #3)

- Course 604 prepares you to review and finalize your professional portfolio. Once determined that you are ready for course 604, your academic advisor will submit the Petition for Completion and degree audit to the registrar, and you will be registered for 604.
- Your portfolio and presentation must be completed in your final term of enrollment by the last day of the term. If you are unable to complete the portfolio and presentation in the final term, you will receive an NC for the course and will be registered automatically for the next term. You will be charged for 604 for each additional term needed to complete the portfolio.
- Please see [Appendix C](#) for a detailed explanation of Course 604.
 - Click here to see the [Touchpoint 3 Rubric](#) that is completed in during 604.

Professional Portfolio Rubrics by Section

Section 1: Introduction & Professional Philosophy

Student: Please use this checklist to ensure each element is in the portfolio.

- ☐ Completed background information, personal interests, and goals are included.
- ☐ Initial evolving professional philosophy statement (theoretical approach to counseling) applied directly to your program of study. Enter this reflection statement in LT section 1 – not as an attachment.
- ☐ See [Appendix A](#) as guidance when completing this section.

	Advanced	Proficient	Developing	Beginner
Introduction	Thorough and insightful background information, personal interests, and goals are clearly articulated. The section is engaging and shows a deep understanding of personal and professional development.	Adequate background information, personal interests, and goals are presented clearly. The section is well-organized and demonstrates a good understanding of personal and professional development.	Some background information, personal interests, and goals are included but lack detail or clarity. The section is somewhat organized but could be improved to better reflect personal and professional development.	Limited or no background information, personal interests, and goals are provided. The section is poorly organized and shows little understanding of personal and professional development.
Action Plan	The action plan is comprehensive, realistic, and clearly linked to personal and professional goals. It includes specific, measurable steps and timelines.	The action plan is clear and realistic, with steps and timelines that are mostly specific and measurable. It shows a good connection to personal and professional goals.	The action plan is present but lacks detail or specificity. The steps and timelines are somewhat vague, and the connection to personal and professional goals is not clearly established.	The action plan is incomplete or absent. The steps and timelines are unclear or unrealistic, and there is little to no connection to personal and professional goals.
Emerging professional Philosophy	The professional philosophy statement is well-articulated, reflective, and shows a deep understanding of professional values and beliefs. It is dated and prominently displayed	The professional philosophy statement is clear and shows a good understanding of professional values and beliefs. It is dated and included at the front of Section 1	The professional philosophy statement is present but lacks depth or clarity. It shows a basic understanding of professional values and beliefs. It is dated and included in the portfolio but not prominently displayed.	The professional philosophy statement is incomplete, unclear, or missing. It shows little to no understanding of professional values and beliefs. It is either not dated or not included in the portfolio.

Section 2: Writing Competence

Student: Please use this checklist to ensure each element is in the portfolio.

Please choose one *academic sample* with a reflection statement AND one *professional/clinical sample* and reflection statement to highlight your growth in writing proficiency during your final review.

- ☐ Writing Competence: Submit a reflection on your growth and development in the areas of academic and clinical/ professional writing skills.

Assessment	Advanced	Proficient	Developing	Beginner
Writing Competence	The reflection is highly insightful and comprehensive, clearly articulating significant growth and development in academic and clinical/professional writing skills. Specific examples of improvements and challenges overcome are provided, demonstrating a deep understanding of the writing process and its professional applications.	The reflection is clear and well-organized, showing considerable growth and development in academic and clinical/professional writing skills. Relevant examples of improvements and challenges are included, indicating a good understanding of the writing process and its professional applications.	The reflection is present but lacks depth or specific details. Some growth and development in academic and clinical/professional writing skills are mentioned, but examples are general or limited. Shows a basic understanding of the writing process and its professional applications.	The reflection is minimal or absent, showing little to no articulation of growth and development in academic and clinical/professional writing skills. Few or no examples of improvements or challenges are provided. Lacks a clear understanding of the writing process and its professional applications.

Section 3: Practicum / Internship and Didactic Experience

Student: Please use this checklist to ensure each element is in the portfolio.

- ☐ A description of where one conducted their practicum and internship: Learning Contract(s).
- ☐ Type of clients seen (most challenging and successful cases and explain why)
- ☐ Final log of hours with supervisor signature
- ☐ Supervisor evaluations
- ☐ Individual and Group Didactic reflection
- ☐ Statement of growth and experience reflection done on the front page in portfolio
- ☐ See [Appendix B](#) for guidance when writing your reflection.

	Advanced	Proficient	Developing	Beginner or N/A
Section III: Practicum and Internship	Detailed description of practicum and internship experiences (including challenges and successes, with description of clients seen). Shows intentionality in the array and choice of learning activities. Information is organized and conveys an appealing and creative format.	Detailed description of practicum and internship experience(s) with description of clients seen. Neatly organized.	Needs more work on description of experience(s) and clients seen. Not clearly organized.	Missing information and/or poorly written. Not organized.
Final logs with signatures, documentation	Logs are detailed, all signatures are present, log of activities are present.	All required elements are present.	Included, but not in depth to demonstrate learning activities.	Logs are incomplete and poorly done. OR N/A at the time of this assessment
Reflection (Appendix B)	Includes all elements outlined in Appendix B written in-depth with self-reflection.	Includes information from Appendix B.	Missing information from Appendix B.	Missing information and/or poorly written.

Section 4: Professional Development

Student: Please use this checklist to ensure each element is in the portfolio.

- ☐ Copy of supporting materials verifying membership in professional organizations
- ☐ Detail the professional activities you have participated in, such as conferences, and the special topic electives you have taken. Explain how these experiences have contributed to your professional development and how they align with your career goals.
- ☐ Participation in other related professional activities, subscriptions to professional journals, publications, presentations (if applicable) and plans for future development.
- ☐ For Touchpoint #1, only address the “Professional Membership” area. Address ALL areas for Touchpoint #2.

	Advanced	Proficient	Developing	Beginner or N/A
Professional Membership (only address this area for Touchpoint #1)	Demonstrates active membership in multiple relevant professional organizations. Provides a thorough, insightful, and well-articulated explanation of why each organization was selected, highlighting specific benefits, professional goals, and alignment with personal values and interests.	Shows membership in one or more relevant professional organizations. Offers a clear and detailed explanation of why each organization was selected, discussing benefits, professional goals, and alignment with personal interests.	Displays membership in a professional organization but with limited relevance or detail. Provides a basic explanation of why the organization was selected, mentioning some benefits and professional goals, but lacks depth or specificity.	Shows limited or no evidence of membership in professional organizations. Offers minimal or no explanation of why an organization was selected. Little to no discussion of benefits, professional goals, or alignment with personal interests.
Current Professional Development Activities	Provides a comprehensive description of engagement in a wide range of professional development activities outside the academic career. Clearly articulates why each activity was selected, offering detailed insights into how these activities have significantly contributed to the development of skills as a counselor/art therapist.	Offers a clear and detailed description of engagement in several professional development activities outside the academic career. Explains why each activity was selected and discusses how these activities have contributed to skill development as a counselor/art therapist.	Presents a basic description of engagement in some professional development activities outside the academic career. Provides a general explanation of why the activities were selected and how they have contributed to skill development but lacks depth and specificity.	Provides minimal or no description of engagement in professional development activities outside the academic career. Offers little to no explanation of why activities were selected or how they contributed to skill development as a counselor/art therapist.
Future Professional	Clearly describes well-thought-out plans for	Describes plans for future professional	Provides a general description of future	Gives minimal or no description of future

Development, Training, and Certifications	future professional development, training, and certifications. Provides detailed reasons for selecting each future activity, linking them explicitly to professional goals and anticipated skill enhancements as a counselor/art therapist.	development, training, and certifications. Offers clear reasons for selecting each future activity, connecting them to professional goals and expected skill improvements as a counselor/art therapist.	professional development, training, and certifications. Offers basic reasons for selecting future activities, with some connection to professional goals and skill development, but lacks specificity.	professional development, training, and certifications. Provides little to no reasoning for selecting future activities or connecting them to professional goals and skill development as a counselor/art therapist.
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Section 5: Community Service Activities

Student: Please use this checklist to ensure each element is in the portfolio.

- ☐ Evidence of social interest and contribution to the community.
- ☐ Evidence of experiences and learning that occurs within and/or outside the formal academic program, such as participation in community and volunteer activities.

	Advanced	Proficient	Developing	Beginner or N/A
Demonstration of Social Interest	Demonstrates extensive social interest and significant contributions to the community. Actively engages in multiple community or volunteer activities, showing leadership and a deep commitment to social welfare. Clearly articulates the impact of these contributions on the community.	Shows considerable social interest and meaningful contributions to the community. Participates in community or volunteer activities regularly, showing commitment and some level of leadership. Explains the positive impact of these contributions on the community.	Displays some social interest and contribution to the community. Involvement in community or volunteer activities is sporadic or limited. Provides a basic explanation of the impact of these contributions on the community.	Shows limited or no evidence of social interest and minimal contribution to the community. Rarely or never participates in community or volunteer activities. Little to no explanation of the impact of these contributions on the community.

Section 6: Adlerian Theory

Student: Please demonstrate your knowledge of Adlerian Theory using the rubric below

	Advanced	Proficient	Developing	Beginner
Adlerian Theory	Demonstrates a comprehensive understanding of Adlerian Theory, including its key concepts principles, and applications (<u>see below</u>). Clearly and effectively applies Adlerian principles to practical scenarios with insightful analysis and reflection.	Shows a good understanding of Adlerian Theory, including most key concepts and principles (<u>see below</u>). Applies Adlerian principles to practical scenarios with adequate analysis and reflection, though some aspects may need further development.	Displays a basic understanding of Adlerian Theory, covering some key concepts and principles but lacking depth. Attempts to apply Adlerian principles to practical scenarios, but analysis and reflection are limited or somewhat unclear.	Shows limited or no understanding of Adlerian Theory, with minimal knowledge of key concepts and principles. Application of Adlerian principles to practical scenarios is either incorrect, unclear, or absent. Little to no analysis or reflection is evident.

Adlerian Theory: Key concepts/principles

	Advanced	Proficient	Developing	Beginner or N/A
View of Human Nature	Ability to compare and contrast the Adlerian view of human nature with those of other theories.	Ability to explain the Adlerian view of human nature, including social embeddedness and teleology.	Ability to describe the Adlerian view of human nature, including social embeddedness and teleology.	Cannot describe the Adlerian view of human nature
The Counseling Relationship	Able to apply the Socratic Method in the counseling relationship.	Ability to identify the Adlerian view of the counseling relationship.	Ability to describe the counseling relationship.	Cannot describe the counseling relationship.
Psychology of Use	Ability to synthesize an individual's line of movement, purpose of symptomatic behavior, <i>and/or</i> development of lifestyle.	Ability to identify an individual's line of movement <i>and</i> purpose of symptomatic behavior.	Ability to describe an individual's line of movement.	Cannot describe the development of an individual's line of movement.
Approach to Intervention	Ability to select interventions in the view of one's development, <i>and</i> the significance of contribution and courage.	Can justify the selection of interventions in the view of one's development.	Can describe the selection of interventions.	Does not demonstrate ability to select interventions.
Cultural and Social Conditions	Demonstrates an <i>application</i> of how cultural and social conditions <i>uniquely</i> impact the well-being of individuals.	Can explain how cultural and social conditions <i>uniquely</i> impact the well-being of individuals.	Can explain how cultural and social conditions impact the well-being of individuals.	Does not explain how cultural and social conditions impact the well-being of individuals.

Section 7: Multicultural, Social Justice, and Advocacy Competencies

Student: This competency area asks you to reflect on your understanding and application of the four-quadrant model of Multicultural, Social Justice, and Advocacy Competencies as outlined in the article below:

Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and Social Justice Counseling Competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, 44(1), 28–48. <https://doi.org/10.1002/jmcd.12035>

- See the Counseling [Multicultural and Social Justice Counseling Competencies](#) and/or the [Art Therapy Multicultural / Diversity Competencies](#) as reference.

	Advanced	Proficient	Developing	Beginner
MSJCC	Demonstrates strong emerging application of MSJCC principles in counseling (see below rubric). Can integrate multicultural, social justice, and advocacy concepts seamlessly into practice.	Shows good emerging application of MSJCC principles (see below rubric). Can apply multicultural, social justice, and advocacy concepts in some counseling scenarios.	Displays basic emerging application of MSJCC principles but struggles with consistent and effective integration into practice.	Shows minimal emerging application of MSJCC principles. Finds it challenging to integrate multicultural, social justice, and advocacy concepts into counseling practice.

Intercultural Knowledge and Competence VALUE Rubric (value@aacu.org)

- | | |
|---|--|
| ☐ Counselor Self Awareness | ☐ Counseling Relationship |
| ☐ Client Worldview | ☐ Counseling and Advocacy Interventions |

	Advanced	Proficient	Developing	Beginner
Knowledge Cultural self-awareness	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how one's experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge	Demonstrates sophisticated	Demonstrates adequate	Demonstrates partial	Demonstrates surface understanding of the

Knowledge of cultural worldview frameworks	understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills Empathy	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills Verbal and nonverbal communication	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes Curiosity	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.

Attitudes Openness	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others but is unaware of own judgment.
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Reference: Intercultural Knowledge and Competence VALUE Rubric (value@aacu.org)

Section 8: Program Competencies

Key Program Indicators (KPIs) are identified in each program. These are competency-based statements that are used to develop measurable outcomes of student academic performance. Student learning outcomes (SLOs) are the measurable statements that are created from the KPIs. They are developmentally mapped throughout the curriculum and measured multiples times for knowledge, skills, and application.

Students: Review the objectives and competencies for your respective program and / or concentration. Show evidence of your competence by choosing and attaching artifacts to put in your portfolio. When writing your summary/reflection, write to each competency (KPI) – not to each SLO – in your reflection consider:

- how you can demonstrate you have met each KPI, and
- how the competencies complement your career goals.
- How have you demonstrated your knowledge, skill, and application in your work and experiences throughout the program.
- Select artifacts (e.g., class assignments/SPTs) that demonstrate how you meet each competency.
- If you have a specific concentration (e.g. AT, EXAT) make sure to integrate this information throughout your portfolio when you are describing how you meet specific competencies.
 - Art Therapy Students: include relevant artwork and a reflective statement for each competency area. The reflection should demonstrate how the specific art piece aided in learning and applying the competency to your clinical work.

	Advanced	Proficient	Developing	Beginner
Program Competencies	Provides a thorough and insightful reflection on the understanding and application of competencies gained from completed classes. Demonstrates a deep integration of knowledge and skills, with clear, specific examples of how competencies have been applied in practical contexts.	Offers a clear and well-organized reflection on the understanding and application of competencies from completed classes. Shows good integration of knowledge and skills, with relevant examples of practical application. Some areas may need further development.	Presents a basic reflection on the understanding and application of competencies from completed classes. Provides some examples of practical application, but the integration of knowledge and skills is limited or lacks depth. Reflection is somewhat general or unclear.	Reflection is limited or lacks clarity, showing minimal understanding and application of competencies from completed classes. Few or no examples of practical application are provided. Reflection lacks depth and integration of knowledge and skills.

CORE Counseling: Student Learning Outcomes

KPI = Key Performance Indicator | SLO = Student Learning Outcome

I = Introduced (knowledge)

R = Reinforced (skills, application)

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE KPI #1: Standard 2.F.1.i - Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
SLO (I): Students will be able to identify whether different scenarios are compliant with ACA Code of Ethics
SLO (R): Students will be able to apply knowledge about the Code of Ethics to develop a document that describes the counseling process related to section A.2 of the ACA Code of Ethics.
SOCIAL AND CULTURAL DIVERSITY KPI #2: Standard 2.F.2.c – Multicultural counseling competencies
SLO (I): Students will be able to identify their cultural biases (via an assessment) related to a specific population and identify possible cultural immersion experiences that will help challenge these biases.
SLO (R): Students will demonstrate ability to perform the cultural formulation interview and to examine the impact of the findings on their future work with the client.
HUMAN GROWTH AND DEVELOPMENT KPI #3: Possible-Standard 2.F.3.f- Systemic and environmental factors that affect human development, functioning, and behavior.
SLO (I): Students will be able to discuss environmental and systemic factors that impact the development, functioning, and behavior of a client.
SLO (R): S Students will be able to assess client functionality through use of the WHODAS to defend diagnoses and course of treatment
CAREER DEVELOPMENT KPI #4: Standard 2.F.4.b – Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
SLO (I): Student will be able to demonstrate the ability to define the role of the work life task on individual and family wellness.
SLO (R): Students will be able to demonstrate how work, mental wellbeing, relationships, culture, and other life roles/factors are interrelated.
COUNSELING AND HELPING RELATIONSHIPS KPI #5: Standard 2.F.5.g – Essential interviewing, counseling, and case conceptualization skills
SLOs (I): Students will be able to demonstrate consistency between view of human nature, key theoretical concepts, and treatment strategies.
SLO (R): Students will demonstrate intentional use of essential interviewing and counseling skills.
GROUP COUNSELING AND GROUP WORK KPI #6: Standard 2.F.6.b – Dynamics associated with group process and development
SLO (I): Students will be able to identify and illustrate different elements of group dynamics being manifested in their in-class experiential group.

SLO (R): Students will be able to demonstrate accurate expectations about group member behaviors based on group developmental stage.
ASSESSMENT AND TESTING KPI #7: Standard 2.F.7.e – Use of assessments for diagnostic and intervention planning purposes
SLO (I): Students will demonstrate the ability to ethically apply and incorporate assessment results into the diagnostic and treatment process.
SLO (R): Students will be able to use information from different types of assessment in order to justify diagnosis.
RESEARCH AND PROGRAM EVALUATION KPI #8: Standard 2.F.8.e - Evaluation of Counseling Interventions and Programs
SLO (I): Students will demonstrate an ability to critically analyze a journal article.
SLO (R): Students will create a protocol to assess the effectiveness of therapy (techniques, model, theory), to include a specific intervention found in the literature for a specific population.

Clinical Mental Health Counseling

KPI = Key Performance Indicator | SLO = Student Learning Outcome

I = Introduced (knowledge)

R = Reinforced (skills, application)

CMHC FOUNDATIONS KPI #9: Standard 5.C.1.b – Theories and Models Related to Clinical Mental Health Counseling
SLO (I): Students will be able to identify key concepts, techniques, and key figures associated with the major counseling theories.
SLO (R): Students will be able to perform a Diagnostic Assessment through an Adlerian lens.
CMHC CONTEXTUAL DIMENSIONS KPI #10: Standard 5.C.2.d- Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD).
SLO (I): Students develops a case study and provides a diagnosis and rationale for the diagnosis based on information from the case creation
SLO (R): Students will apply the diagnostic process to a case scenario and provide a diagnosis based on evidence presented in case.
CMHC PRACTICE KPI #11: Standard 5.c.3.e- Strategies to advocate for persons with mental health issues
SLO (I): Students will identify various approaches to advocating for clients with mental health diagnoses.
SLO (R): Students will be able to select and defend strategies to advocate for persons of a disenfranchised group and use an Adlerian Theoretical Framework.

Marriage, Couples, and Family Counseling: Student Learning Outcomes

KPI = Key Performance Indicator | SLO = Student Learning Outcome

I = Introduced (knowledge)

R = Reinforced (skills, application)

MCFC FOUNDATIONS KPI #12: CACREP 5.F.1.b - Theories and models of family systems and dynamics.
SLO (I): Students will be able to identify the key contributors to systems theory and the key concepts and techniques associated with each.
SLO (R): Students will be able to analyze the systemic patterns and dynamics within a family and interpret their impact on family functioning.
MCFC CONTEXTUAL DIMENSIONS KPI #13: CACREP 5.F.2.c - Family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments.
SLO (I): Students will be able to create their own genogram and identify and discuss patterns.
SLO (R): Students will demonstrate the ability to assess the relationship dynamics of a couple with the use of family assessment.
MCFC PRACTICE KPI #14: CACREP 5.F.3.b - fostering family wellness
SLO (I): Student will be able to demonstrate the ability to define the role of the work life task on individual and family wellness.
SLO (R): Student will identify prevention-based strategies that foster family wellness

Co-Occurring Disorders & Addiction Counseling: Student Learning Outcomes

KPI = Key Performance Indicator | SLO = Student Learning Outcome

I = Introduced (knowledge)

R = Reinforced (skills, application)

ADDICTIONS FOUNDATIONS KPI #15: CACREP 5.A.1.b - Theories and models of addiction related to substance use as well as behavioral and process addictions
SLO (I): Student will demonstrate the ability to identify the key concepts, techniques, and key figures associated with the major theories of addiction and co-occurring disorders.
SLO (R): Student will demonstrate the ability to compare and contrast the key concepts associated with the Disease Model/ Biological Theory and Moral Model of substance use and behavioral and process addictions.
ADDICTIONS CONTEXTUAL DIMENSIONS KPI #16: CACREP 5.A.2.i. - Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
SLO (I): Students develops a case study and provides a diagnosis and rationale for the diagnosis based on information from the case creation.
SLO (R): Students will demonstrate the ability to assess for addictive, substance use disorders, and their potential to mimic and/or co-occur with a variety of medical and psychological disorders.
ADDICTIONS PRACTICE KPI #17: CACREP 5.A.3.d. - Techniques and Interventions related to substance abuse and other addictions
SLO (I): Student will demonstrate the ability to identify and engage in the basic skills of counseling: initial disclosure, in-depth-exploration, and commitment to action when addressing substance abuse and other addictions.
SLO (R): Students will demonstrate the ability to select an appropriate intervention based on the clients' stage of dependence, change, or recovery.

Expressive Arts Therapy

Student Learning Outcomes

Multimodal Approach
Apply a multimodal approach of the expressive arts, including visual arts, movement, music, creative writing, and nature-based practices to foster the mind-body-spirit integration.
Foundational Principles
Demonstrate understanding of the basic principles of different expressive arts modalities, such as art therapy, dance therapy, psychodrama, and music therapy, and how these principles can be applied through a multimodal approach.
Artistic Expression and Mental Health
Conceptualize the relationship between artistic expression and individual mental health, including assessment, treatment planning, and techniques, as applied to selected client disorders within a cross-cultural context.
Personal Growth
Demonstrate personal and professional growth through the expressive arts.

Art Therapy: Student Learning Outcomes

KPI = Key Performance Indicator | SLO = Student Learning Outcome

I = Introduced (knowledge)

R = Reinforced (skills, application)

Student learning Outcome	Course	Assessment
History and Theory of Art Therapy KPI #1: CAAHEP: a.K.1 - Identify major contributors and contributions that shaped the field of Art Therapy and how they influenced your professional identity.		
SLO (I): Students will demonstrate their knowledge of the significant contributors to the profession.	551	Presentation on major contributor to AT
SLO (R): Students will articulate which major contributors have influenced their emerging professional identity.	551	Final Paper
Professional Orientation and Ethical Practice KPI #2: CAAHEP: b.K.2 - Recognize the ethical principles of practice of the American Art Therapy Association and the Art Therapy Credentials Board, as well as those of related fields.		
SLO (I): Students will recognize the ethical principles of practice within the ATCB Code of Ethics and related fields.	521.5	Quiz
SLO (R): Students will be able to apply knowledge about the Code of Ethics to completing an ethical dilemma scenario that describes the Art therapy process and explains issues related to the ATCB Code of Ethics and related professional codes.	521.5	Ethical Dilemma Assignment
Materials and Techniques of Art Therapy Practice KPI #3: CAAHEP: c.K.1 - Describe theory of specific properties and effects of art processes and materials informed by current research such as the Expressive Therapies Continuum.		
SLO (I): Students will demonstrate their knowledge of the Expressive Therapies Continuum.	556	ETC Presentation
SLO (R): Students will demonstrate their application of the Expressive Therapies Continuum in a mock case scenario.	556	Paper
Group Work KPI #4: CAAHEP: e.K.2 – Explain dynamics associated with group process and development.		

SLOs (I): Students will be able to identify different therapeutic group dynamics present in their in-class experiential group.	553	Experiential Reflections
SLO (R): Students are able to design a proposal for an art therapy group that includes the steps of group development from proposal to facilitation.	553	Group Proposal
Assessments		
KPI #5: CAAHEP: f.S.2: Demonstrate the ability to administer and apply appropriate art therapy assessments		
SLO (I): Demonstrate knowledge and competence in the application of specific art therapy assessment and evaluation instruments.	555	Quiz (have to create)
SLO (R): Students will be able to demonstrate the administration of an art therapy assessment and utilize the information gathered to develop treatment plan goals, including objectives, and possible interventions.	958	Case conceptualization
Human Growth and Development		
KPI #6: CAAHEP: h.K.1 - Compare and contrast theories of individual and family development across the lifespan, including, but not limited to typical and atypical cognition, personality, human sexuality, moral and creative capacities		
SLO (I): Demonstrate basic knowledge of the different theories of personality development as well as the challenges, physiologically, biologically, neurologically, to individual development and health with children, adolescents, adults, and aging adults.	505	Character Analysis
SLO (R): Compare and contrast key Adlerian concepts with theories of child/adolescent development, then develop an emerging professional philosophy that includes your therapeutic approach as an emerging art therapist to working with children and adolescents.	552	Paper (child/adolescent development)
Neuroscience, psychopathology, and Diagnosis		
KPI #7: CAAHEP: k.A.1 – Recognize the implications of applying theoretical foundations to therapeutic practice		
SLO (I): Students will describe visually and verbally how the field of neuroscience has relevance to therapeutic practice.	566	Class presentation on Neuroscience
SLO (R): Students will be able to develop a case conceptualization based on the theoretical principles of Individual Psychology and art therapy and will create strategies that help the client gain insight into	958	Case conceptualization

underlying beliefs that interfere with one's optimal well-being and therapeutic changes.		
Research and Program Evaluation KPI #8: CAAHEP: m.K.3 - Recognizing ethical and legal considerations, describe art-based research methodologies as related to art therapy.		
SLO (I): Students will summarize and present on an art-therapy case study and will identify an article that utilizes art-based methodologies that support the case study.	552	Presentation
SLO (R): Students will conduct research and an interview of an art therapy-based program then analyze the information gained to develop a program evaluation protocol for that organization.	500	Program Evaluation Interview
Social and Cultural Diversity KPI #9: CAAHEP: n.S.2: Multicultural counseling competencies: Make use of experiential learning activities (e.g., a cultural genogram) designed to explore and develop student cultural and social self-awareness including self-assessment of attitudes, beliefs, and acculturative experiences.		
SLO (I): Students will be able to demonstrate self-awareness of their cultural and intersectional identities and potential impact on work with clients.	558	Cultural Humility Assignment
SLO (R): Students will be able to identify assumptions and bias through participating in a cultural immersion activity and create a plan to minimize impact of bias in work with clients.	558	Cultural Learning Experience Project

Section 9: Professional Documentation

Student: Please use this checklist to ensure each element is in the portfolio.

- ☐ Resume
- ☐ Letters of recommendation
- ☐ List of professional references

	Advanced	Proficient	Developing	Beginner or N/A
Section IX: Professional Documents	Attachments are appropriate and professional. Professionally organized and conveys an appealing and creative format.	Attachments are appropriate and professional. Professionally organized.	Attachments are questionable. Needs work with organization.	Attachments are not professional or appropriate OR Missing one or more required elements; not organized.

Appendix A: Professional Identity and Professional Philosophy Statement

1. Statement of Emerging Professional Identity and Goals (beginning of program):

These questions are to be used as guidance. These numbered questions are not meant to be answered separately. Please use paragraph form when completing section 1.

1. Introduce yourself and write about your journey in choosing the professional field of counseling.
2. The impact of cultural identity(s), values, and experiences that led you to consider a career in mental health.
3. What is your view of social justice and advocacy in your profession?
4. State your present interest and goals for graduate study, as well as your plans for utilizing your degree.
5. What are your thoughts about how people change?
6. What counseling settings and or populations do you think you are interested in serving? Why?
7. What skills do you believe you already possess that will help you in this field?
8. What skills do you hope to gain from this program?

2. Action Plan:

1. Based on what you learned in your Foundations course, evaluate the strengths and growing edges you bring to graduate study.
2. Describe and/or outline a concrete action plan for meeting the goals of your graduate study and other learning and professional experiences. For example, outline planned courses on a semester-by-semester basis.
3. The statement should also include a plan for other learning and professional experiences that you intend to pursue as part of your overall preparation: e.g., professional memberships, credentialing requirements, ongoing professional development outside the classroom, community involvement, areas of interest you may pursue in research papers, reading, etc.

3. Professional Philosophy Statement (end of program statement)

1. Describe Your Core Beliefs and Values
2. Write about your belief in human potential for growth and change.
3. Emphasize the importance of respecting diversity.
4. Highlight the role of empathy and compassion in your practice.
5. State your commitment to ethical practice.

4. Explain Your Theoretical Orientation

1. Discuss the counseling theories you prefer and why.
2. Explain how you integrate different theoretical approaches to meet your clients' needs.
3. Include information on your specialty area (i.e. integrate systems theories, art therapy approaches, addictions, etc.)

5. Detail Your Counseling Approach

1. Describe the techniques and methods you use in therapy.
2. Explain how you create a safe, non-judgmental environment for clients.

3. Discuss the importance of setting and working towards specific goals.

6. Clarify the Role of the Counselor

1. Define your role as a facilitator of change.
2. Emphasize the collaborative nature of the counselor-client relationship.
3. Mention your role as an advocate for clients.

7. Focus on Client Empowerment

1. Describe how you help clients develop self-efficacy and confidence.
2. Highlight your strengths-based approach to counseling.

8. Commit to Professional Development

1. Express your dedication to lifelong learning and continuous improvement.
2. Mention the importance of supervision and consultation in your practice.

Appendix B: Reflection

While enrolled in your Field Experience course, add a reflection of your growth in your portfolio. Please use the questions below as guidance when writing your reflection. This reflection should discuss growth and gains toward achieving the program objectives (use the core program competencies and program area competencies in this manual).

- 1) Select three (3) objectives of your choice that you feel are your strengths at this time, and answer the following for each objective:
 - a. What have you learned in this area?
 - b. What learning experiences were particularly meaningful?
 - c. Which of the competencies, experiences, and skills relative to this objective do you consider most valuable?
 - d. In what settings do you plan to use this objective.
- 2) Select three (3) additional objectives of your choice that you feel you can work on or growing edges at this time, and answer the following for each objective:
 - a. What have you learned in this area?
 - b. What additional information do you need to increase your competence in this area?
 - c. Briefly outline a plan to achieve your desired competency level.

Appendix C: Portfolio Completion and Oral Presentation

Student: Make sure to follow the rubrics in this manual for sections one through nine when completing your portfolio. Once you complete your portfolio, you will be evaluated per the [Touchpoint 3 Rubric](#). Your portfolio presentation will be scheduled after you have showed proficiency in all areas of the portfolio.

Purpose

The professional Portfolio and Oral Presentation are designed to demonstrate the student's performance and growth in several targeted competency areas. The portfolio includes exemplars of student work paired with reflective essays that focus on personal development, service, and our core academic abilities. The final examination is an opportunity for students to apply the developed knowledge and skills to a clinical case study, reflect on and synthesize their experiences in the program, consider their professional goals, and present evidence that the student, utilizing multiple indicators, is prepared to be successful in the workforce. The LiveText professional portfolio and Oral presentation combination assess the master's degree/certificate candidate's possession of the applied knowledge and skills to develop an appropriate, comprehensive, interdisciplinary care plan, think creatively and critically, and respond flexibly to questions.

Presentation (Oral Defense)

Students who have passed the written portfolio with a score of proficient or advanced in each section will meet with their Academic Advisor/ Chair and Reader for a final oral exam and defense of their portfolio. Here, students will be able to engage in a dialogue with their portfolio committee about their growth as an emerging mental health professional. The oral presentation of the professional portfolio is an individualized presentation designed to assess the student's knowledge of core counseling and concentration area competencies taught throughout the counselor education program. During the oral presentation, the student applies their clinical knowledge and skills to a clinical case study, reflects on their work, and demonstrates how their work meets the school's criteria for graduation and supports their personal and professional goals. Faculty will ask questions so you may demonstrate professional communication, flexibility, and critical thinking. Students will be asked to review the following:

1. Introduction of self and professional philosophy.
2. Synthesize the information within the portfolio. Present information to demonstrate critical thinking and growth as a new professional.
3. Review all sections of the portfolio and discuss critical areas of growth. For example, choose one competency that best reflects growth within the competency section of the portfolio. Pull out one key competence where ongoing training/ development is needed.
4. Reviewed examples of commitment to social interest.
5. Discuss how didactic experiences (e.g., self as counselor, lifestyle) influenced professional growth.
6. Case Study Review: Select a clinical case study and demonstrate your understanding and application of the core counseling areas and concentration area competencies in your counseling approach to the client. This includes the following content areas:

- Human Growth and Development Theories in Counseling
- Social and Cultural Foundations in Counseling
- Helping Relationships in Counseling
- Group Counseling Theories and Processes
- Career Counseling and Lifestyle Development
- Diagnosis and Assessment in Counseling
- Research and Program Evaluation
- Professional Ethics
- Concentration area (AT, CMHC, MCFC, CODAC, EXAT) competencies

Procedure for Presentation: Students will develop a PowerPoint presentation to present their full professional portfolio via a required video conference with their committee members. The presentation is scheduled for 60 minutes. Students will be given up to 45 minutes for their presentation, including the clinical case review. This will be followed by faculty questions; Students may invite friends and family to their Oral Defense.

Examination Questions: Students will be examined using broad-level questions related to the students' selected case study, as well as additional questions that arise during the case presentation. The examination focuses on applying and integrating knowledge the student has learned throughout their training.

TOUCHPOINT 3 RUBRIC

Advanced	Proficient	Developing	Beginner
Student creatively synthesizes and integrates information supported by several examples and/or artifacts; Information is presented in a way that reflects professional insight.	Student synthesizes information in the portfolio; adds examples and/or artifacts; self-reflection demonstrates growth.	Student's work partially meets proficient level expectations.	Student's work does not yet meet proficient level expectations.

	Advanced	Proficient	Developing	Beginner
Introduction of self and professional philosophy	☐	☐	☐	☐
Synthesize the information within the portfolio. Present information to demonstrate critical thinking and growth as a new professional.	☐	☐	☐	☐
Discussed strengths and opportunities for Professional development	☐	☐	☐	☐
Discuss how didactic experiences (e.g., self as counselor, lifestyle) influenced professional growth.	☐	☐	☐	☐
Demonstrated commitment to social interest.	☐	☐	☐	☐
Application of Adlerian Theory to Clinical Case Study	☐	☐	☐	☐
Demonstrated critical thinking and application of Multicultural, Social Justice, and Advocacy Competencies in clinical case study	☐	☐	☐	☐
Demonstrated application of Core Counseling Competencies to Clinical Case study Human Growth and Development Theories in Counseling	☐	☐	☐	☐

• Social and Cultural Foundations in Counseling • Helping Relationships in Counseling • Group Counseling Theories and Processes • Career Counseling and Lifestyle Development • Diagnosis and Assessment in Counseling • Research and Program Evaluation • Professional Ethics				
Demonstrated application of concentration/ specialty Competencies to Clinical Case study	☐	☐	☐	☐
LiveText Professional Portfolio Completed	☐	☐	☐	☐