Guidelines for Clinical Mental Health Portfolio

A requirement for all Clinical Mental Health Counseling students admitted as of May 2010.

The Clinical Mental Health Counseling concentration uses 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. A scoring rubric is used for assessing the various components of the portfolio. The portfolios are introduced in the HCE 500 Orientation to the Counseling Profession course, and are reviewed in the HCE 640, and HCE 686 classes. A final presentation of the professional portfolio is one of the culminating activities in the Internship Seminar.

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.

Portfolio Structure: Physically, a portfolio should be a well-organized and attractive presentation of professional materials that represent the counselor’s “best work.” It should be organized in a large three-ringed binder with tabs, a table of contents, and individual sections corresponding to the CMHC major themes. Construction and sub-themes are left to the discretion of the individual, but should make a statement about the individual’s standards of quality and the sense of self that one brings to the counseling profession.

Sections of the Portfolio: The Clinical Mental Health counseling portfolios should be designed around four broad themes: The Change Process, Related Counselor Skills, Personal Growth, and Professional Identity.

1. The Change Process (Counseling, Prevention, Intervention)
   a) A statement of how the change process works in counseling
   b) A reflection paper of how your application of counseling theories has changed over your course of study
   c) If working with children—Case study
   d) A tape (and manuscript) of a role-played session that demonstrates both the change process and an intentional theoretical approach
   e) Theoretical case analysis

2. Related Counselor Skills
   a) Two case conceptualizations, one from the tapes of the change process (e.g., from Counseling Skills, Practicum, or Internship) and one solely from the Internship (Assessment)
   b) An integrated essay of your group leadership experience (e.g., from Group Process and/or Group Counseling courses) (Counseling, Prevention, and Intervention)
c) A Treatment Plan with feedback from the Diagnosis & Treatment Planning course (Diagnosis)
d) Demonstration of Skills learned in Crisis Intervention (response to case to study from final) and Career Development (project that demonstrates competencies related to working with diverse clients) courses (Counseling, Prevention, and Intervention, and Diversity and Advocacy)
e) Research & Evaluation

3. Personal Growth (Foundations)
   a) Examples of course work that demonstrates how you have grown personally, professional, and culturally (e.g., reflection papers, life stories, etc.)
   b) A representation of your inner self (modality open to your choice)
   c) A Self-Care Plan (e.g., may be examples of such work you have done in Counseling Skills, Career Development, etc)

4. Professional Identity (Foundations, Resume, and References)
   1. An example of a service or advocacy experience. In your reflections, explain why you chose to do this advocacy or service project and what was gained from the experience.
   2. Include all professional memberships and examples of attendance at professional meetings
   3. Include your Disclosure Statement
   4. Include a copy of your resume

Assessment of the Portfolio. The portfolios will be checked in the various courses to determine if students are making progress in creating and building on their evidence of competence in the program. In the Internship class, students will be formally assessed to determine if they have exceeded, met, or not met the standards of the portfolio according to the attached rubric.
USM COUNSELOR EDUCATION PROGRAM

Clinical Mental Health Counseling Portfolio Expectations

Beginning Stage Expectations and Artifacts (Introduced in HCE 500)

___ 3-inch binder with cover “window”
___ Dividers with tabs for organizing sections of the portfolio
___ Cover page
___ Program application narrative
___ Background information about educational, work and personal experiences that led you to the counseling field

Middle Stage Expectations and Artifacts (Checked in Professional Issues in Mental Health Counseling)

___ A statement of how the change process works in counseling
___ A tape (and manuscript) of a role-played session that demonstrates both the change process and an intentional theoretical approach
___ Project from Career Counseling
___ Theoretical Case Analysis
___ A Self-Care Plan
___ Include a copy of your resume

End Stage Expectations and Artifacts (Evaluated in Internship)

___ A reflection of how your application of counseling theories has changed over your course of study
___ (If working with children) Case from HCE 622
___ Self evaluation
___ One case conceptualization, from the tapes of the change process or practicum/internship
___ An integrated essay of your group leadership experience
___ A treatment plan with feedback from the diagnosis & treatment planning course
___ Demonstration of Skills learned in Crisis Intervention and Career Development courses
___ Supervisor’s letter from Internship
___ One Case from Perspectives in Chemical Dependency
___ Response to Case Study, Final
___ Examples of course work that demonstrate how you have grown personally, professionally, and culturally
___ A representation of your inner self (modality open—may be verbal statement, object, poem, artwork)
___ An example of a service or advocacy experience. In your reflections, explain why you chose to do this and what was gained from the experience
___ Include all professional memberships and examples of attendance at Prof. meetings
___ Include your Disclosure Statement
## Internship

<table>
<thead>
<tr>
<th>SCORING RUBIC FOR PORTFOLIO</th>
<th>EXCEEDS STANDARD 3</th>
<th>EXCEEDS STANDARD 2</th>
<th>DOES NOT MEET STANDARD 1</th>
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<tbody>
<tr>
<td>Provides evidence of products and information that demonstrate competence in targeted areas.</td>
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<td>Organizes materials to highlight major frames of reference for professional identity</td>
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<td>Meets expectations for portfolio requirements according to stage in program</td>
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<td>Professional identity emerges from content and reflections about personal meaning</td>
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<td>Overall quality of portfolio, including technical</td>
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Comments:

Score of 10 or higher needed to receive a Passing grade.  ___Exemplary    ___Pass    ___Fail