A GUIDE TO COMPILING THE PORTFOLIO (Rev.4/13)

The Portfolio

While in the program, a student will be responsible for completing certain processes of the Portfolio. By the time of graduation, a student will complete the entire portfolio. This handbook serves as a tool to guide your process. The Counselor Education Program (CED) at Kean University follows the Council for the Accreditation of Counseling Related Educational Programs (CACREP) Professional Counseling Competencies (i.e., common core, supervised experiences, and specialized studies). At the completion of the Program, the student will demonstrate learning outcomes based upon CACREP Professional Competencies. The creation of the final portfolio represents the accumulated clinical and learning experience of the student during the process of earning a Master of Arts Degree in School and Clinical Mental Health Counseling; it represents a professional who is ready to enter professional practice in the counseling field.

DEADLINES for those enrolled prior to SPRING 2012

<table>
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<tr>
<th>Date of Graduation</th>
<th>Submission Period</th>
<th>Final Deadline</th>
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<tbody>
<tr>
<td>May</td>
<td>Internship I/Next to last semester</td>
<td>February 1&lt;sup&gt;st&lt;/sup&gt;</td>
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<tr>
<td>August</td>
<td>Internship I/Next to last semester</td>
<td>April 15&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>December</td>
<td>Internship I/Next to last semester</td>
<td>September 15&lt;sup&gt;th&lt;/sup&gt;</td>
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Due date for **MAY 2012 Graduation only** as follows: March 26, 2012

According to CACREP (Council for the Accreditation of Counseling Related Educational Programs), upon graduation from the Counselor Education Department students will be able to:

GENERAL

A. Explain the philosophy, role, current trends and evidence based/best practices of the counseling profession;
B. Explain the nature and needs of individuals across the lifespan;
C. Describe the impact of sociological, economic and cultural factors on counseling;
D. Apply individual and group counseling theories to facilitate individual, group and career counseling
E. Apply lifestyle and career development theories and career assessment tools;
F. Conduct, interpret and utilize professional research and existing data;
G. Administer appraisal and assessment instruments in counseling;
H. Apply professional, legal and ethical standards in counseling;
I. Practice social justice advocacy for clients;
J. Collaborate with key constituents in their particular settings; and
K. Identify his/her own limitations, seek supervision and participate in professional development.

SCHOOL COUNSELING
• Practice advocacy for appropriate role and functions of the school counselor
• Differentiates the developmental needs of elementary, middle, high school and special needs students
• Develop, implement, and assess comprehensive school counseling program that addresses prevention and remediation.

CLINICAL MENTAL HEALTH COUNSELING
• Diagnose, develop a treatment plan, and understand the range of mental health service delivery options;
• Apply prevention, education and advocacy to promote optimal human functioning, wellness, and mental health; and
• Diagnose clients with co-occurring disorders, consider appropriate counseling strategies, and how co-occurring disorders impact treatment in a continuum of care

FORMATTING
The portfolio should be written in Times New Roman 12 point font, double spaced, and all margins should be one (1) inch. There should be correct and appropriate grammatical structures, punctuation and spelling; any citations and/or references should be noted in APA format.
• The format of portfolio sections should be designed consistently, and with appropriate detail.
• Each of the three (3) sections should be separated by a tab divider, identifying the section by Roman numerals (i.e., Section II).
• Each new subsection should be titled in **bold and underlined**.
• *Due to potential revisions, please do not put page in plastic slip covers until the portfolio has received final signed approval.*
• Please submit portfolio in a ½” three-ring, hard-cover binder.

REVISIONS POLICY
Students will have one week to make revisions and resubmit to their advisor for final grading.

Action Verbs to Aid Your Writing (includes, but is not limited to, the following):
Created, designed, developed, implemented, reported, assisted, collaborated, supported, administered, evaluated, interpreted, counseled, prepared, diagnose, assessed, counseled, taught, provided, used, researched, analyzed, conducted, evaluated, surveyed, organized, rewrote, produced, identified, illustrated, compared and contrasted, and utilized, etc.
Every student Portfolio will include the following Sections:

SECTION I

I. **Introduction and Background Statement** (reflective statement)
   Please reflect on your journey through the program. Include your perceptions of counseling upon entering the Department and how your perceptions of counseling and the counselor’s role and vision may have changed. *Please also address how your view of change and your role as a change agent has changed since you began the program.* One (1) to two (2) pages is required.

   a. **Professional Résumé**
      i. Include a current copy of your résumé with a list of professional reference (minimum of three [3] is required and a sample is appended). *Follow the sample résumé at the end of this document.*

   b. **Evidence of Competencies**
      i. **Course SLO-track specific sheets**
         1. A copy of your completed Student Learning Outcome check sheets given to you at the end of each course by your professors indicating how you have met each standard assessed in the Course Assessment Chart at the end of your course syllabus.

SECTION II

I. **Applying Theory to Practice**

   a. **Practice Techniques and Applications**
      i. **Theoretical Orientation/Approach/Worldview**
         Explain your approach/theoretical orientation to counseling. Include your worldview and how you see that worldview impacting your work with students/clients. Begin with the following questions and build on your responses. This should be a minimum of two (2) pages with a maximum of four (4) pages. Label each section.
         1. What is my approach and theoretical orientation? (Consider strengths and weaknesses of approach/orientation.)
         2. How does my current worldview impact my counseling?
         3. What did I discover when applying theory to practice? Provide specific examples of how you applied your strongest two theories in addressing the mental health needs of your clients, students, and family systems.

            a. Describe (at least one paragraph) and include at least one (1) program that I facilitated that demonstrates my application of skills in my specific setting (bullying workshop, psycho-ed group, or other group exercises).
Include handouts, PowerPoints, etc., but they do not count in the total page requirement for this section.

b. **Ethics for Practice**  
i. Explain how your awareness of and adherence to the ACA *Code of Ethics* (2005) and/or the ASCA *Ethical Standards for School Counselors* (2010) are vital to the counseling profession in order to prevent harm to students/clients. Describe how ethical decision making is an integral component of your work as a counselor. Begin with the following questions and build on your responses. This should be a minimum of two (2) to four (4) pages.

   1. Identify some specific ethical guidelines that may present a challenge and how might I manage these challenges?  
   2. How will I maintain an awareness of and adherence to applicable state and federal laws within my scope of practice?  
   3. How will I know that I must refer a student/client who is dealing with concerns beyond my scope of practice?  
   4. What steps will I take in order to determine the most ethical decisions possible regarding difficult/resistant student/clients and their families/systems?

c. **Cultural Diversity**  
i. The counseling profession readily acknowledges that each client is unique, and that individual differences must be accepted and respected. As competent counselors, we must challenge the assumption that a particular approach is transferable across a wide range of clients. Begin with the following questions and build on your responses. This should be a minimum of two (2) to three (3) pages in response.

   1. Discuss my personal and professional knowledge, skills, and awareness of diversity based on my experience in the graduate program. Include examples.  
   2. Discuss one (1) instance in which I was culturally sensitive and responsive and one (1) instance in which I was not as successful. Explain how I could have been more culturally sensitive in the latter instance.  
   3. How will I ensure I am practicing from a culturally aware and relevant model with the variety of students/clients with whom I will work?

d. **Advocacy**  
i. What counseling advocacy activities have I provided to my university, profession, and community? How have I reached beyond the traditional counseling relationship to improve someone’s quality of life? *Advocacy for the purpose of the portfolio is defined as being actively involved in affecting change at the individual, group, organizational, and societal level through individual activities and active involvement in professional*
association projects. Consider activities at your practicum/internship site(s) and participation with Chi Sigma Iota. This should be one (1) to two (2) pages.

SECTION III

I. Personal and Professional Growth

a. Professional Development

Professional growth is an important part of the counseling profession. Describe a long-term, holistic plan for your own professional growth beyond the graduate program experience. Begin with the following questions and build on your responses. This should be a minimum of three (3) to five (5) pages. Label section/questions.

i. Continuing Education

1. How will I ensure that I am aware of current and future trends in my profession and remain competent in practice? (Certifications, licenses, peer reviewed journals, CEUs, etc.)

ii. Commitment to the Profession

1. What personal and professional boundaries and healthy coping skills will I apply to maintain my own mental health and avoid burnout?

iii. Include CEUs obtained while a student in the Counselor Education Department Program.

b. Optional Statement

The optional statement is an opportunity to summarize your presentation or tell us anything we did not ask you. It is your closing comment on your experiences as a student and emerging professional.

See next page for résumé template to be used for the purposes of this portfolio.
Name [bolded name]
Address
Phone Number
E-mail (use professional e-mail only!!)

Use the following headings in **bold** with bullet points beneath:

**Professional Objective**

**Education and Certifications** (include that CED is CACREP-accredited if you are in school counseling or clinical mental health counseling)

**Counseling Experience**

**Employment Experiences** (non-counseling work experiences)

**Honors, Awards, and/or Presentations** (e.g. CSI (Counseling Honors Society), NJCA conference presentations)

**Memberships** (CSI Counseling Honors Society, NJCA, NJSCA, ACA, etc.)

**Community Service/Volunteer Service**

**References** (You MUST provide three [3] with contact information)