Portfolio Instructions

The portfolio demonstrates student progress in the mastery of the knowledge, skills, and dispositions required of the combined Council for Accreditation of Counseling and Related Educational Programs (CACREP) Clinical Mental Health Counseling area and the 12 core functions of addiction counselors [(1) foundations; (2) counseling, prevention, and intervention including treatment planning, case management, crisis intervention, client education and referral, record keeping and consultation; (3) diversity and advocacy; (4) screening, assessment, intake and orientation; (5) diagnosis; and (6) research and evaluation]. **When citing competencies, students must use the Combination CACREP/12 Core Functions of Addictions iWebfolio Competencies which faculty are required to post on Bb. Do NOT use the course syllabus objectives.**

**What is a portfolio?**

A portfolio is:

- a visual showcase of student work that demonstrates professional growth, achievement, and competence in the field of clinical mental health counseling and substance abuse/behavioral addictions counseling;

- an instrument designed to facilitate self-reflection, self-improvement, intrapersonal understanding, conceptual understanding, and skill development; and

- a tool used to document student philosophies of counseling as well as understanding and application of the CACREP standards in the area Clinical Mental Health and the 12 core functions of addiction counselors.

**Why are portfolios important?**

- Students are active participants in their learning as they collect, select, reflect, and assess the work in their portfolios. Students learn to assess their growth in the field of clinical mental health counseling and substance abuse/behavioral addictions counseling.

- Faculty use portfolios as a tool to provide feedback to students on progress and performance standards.

- Portfolios provide students with a visual representation of their competencies as a counselor when seeking employment.

- Portfolios document a student’s achievements in the Clinical Counseling Program.

**What types of evidence do I choose? Where do I get it?**

Select artifacts (coursework, papers, projects, etc.) that illustrate understanding or
implementation of specific competency areas.

Examples of artifacts include:

- *Personal Theory of Counseling/Philosophy Statement* paper
- *12-Step Reaction* Paper
- Case Studies
- *Addiction Severity Inventory (ASI) Assessment*
- *Professional Disclosure Statement* (from Practicum and Internship courses)
- *Assessment Summaries* (from Practicum and Internship courses)
- Paper of Examples of Statements made during Taped Counseling Session
- *Counseling Session Feedback Forms* (from Practicum and Internship courses)
- Mid-term and Final Evaluations (from Practicum and Internship courses)
- Scores on Comprehensive Examinations (CPCE/Oral Case Study)
- *Counseling Theory Reflection* papers
- *Human Growth and Development* paper
- *Community Resources* assignment
- “*Your Test Tool Kit*” assignment
- *Field-Based Assessment* assignment
- *Multicultural Immersion Project* paper
- *Personal Cultural History* Paper

*Save and organize all course information and assignments for possible use in the portfolio.*

**What is a reflection form?**

A reflection form documents the *Combination CACREP/12 Core Functions of Addictions Competencies* linked to a given artifact, provides a summary of activities done to complete the artifact, explains how artifact relates to competencies, explains how this experience
helped you toward becoming a counselor and explains what you need to work on to increase the related competencies in the future. Reflection forms are included in all course assignments. When citing competencies, students must use the Combination CACREP/12 Core Functions of Addictions iWebfolio Competencies which faculty are required to post on Bb. Do NOT use the course syllabus objectives.

**Directions for Developing the Clinical Counseling Portfolio**

The Clinical Counseling Portfolio is designed to be developmental (showing learning and growth), reflective (documenting reflection upon that learning and growth by completing a reflection form for each artifact), and evaluative (providing feedback to the student and to the program about students' competencies).

Newly admitted students in the Clinical Counseling Program are required to attend two portfolio informational meetings - one during New Student Orientation and the second at mid-term of the first semester as well as individual appointments with faculty to review portfolio evaluation feedback.

The portfolio will be submitted for evaluation and feedback three times. Specific dates will be announced by the Department at the beginning of each academic year.

**First submission:** Upon completion of 12 credit hours

- Counseling Philosophy Statement with the corresponding reflection form, 2 artifacts with corresponding reflection forms

**Second submission:** Semester enrolled in Practicum

- Counseling Philosophy Statements with corresponding reflection form, Professional Disclosure Statement with corresponding reflection form, 4 artifacts and corresponding reflect reflection forms

**Final submission:** Semester enrolled in Internship

- Resume, Counseling Philosophy Statements with corresponding reflection form, Professional Disclosure Statement with corresponding reflection form and a minimum of 4 artifacts and corresponding reflection forms. Students MUST have a minimum of 12 artifacts/reflection forms prior to graduation.

The portfolio is a cumulative record of student development. Information may be updated but not deleted. Please arrange the portfolio information with the most recent documents first.

**Instructions for the Structure of the Portfolio**
All portfolio materials must be submitted via Iwebfolio which is an electronic portfolio system (http://www.ecu.edu/cs-acad/ipar/assessment/iWebfolio.cfm). Competency areas/information include:

- Resume,
- Counseling Philosophy Statements,
- Foundations: 1. Knowledge, 2. Skills,
- Counseling, Prevention and Intervention: 1. Knowledge, 2. Skills,
- Diversity and Advocacy: 1. Knowledge, 2. Skills,
- Assessment: 1. Knowledge, 2. Skills,
- Diagnosis: 1. Knowledge, 2. Skills,
- Research and Evaluation: 1. Knowledge, 2. Skills,

All work must be neatly and accurately typed, double-spaced, using Times New Roman, 12-inch font. Each must contain a heading and a description of materials included in the section.