

CNL-664B Counselor Identity Development Template

After referring to your acknowledgement and action plan from Week 2 of this course, reflect on experiences completed during this internship and how you plan to continue your professional development in the program objectives.

Please refer to the following example to guide you in completing your plan:

| Clinical Mental Health Counseling Program Objectives | List 3-4 internship experiences that best supported the professional development goals that you developed on your Week 2 internship plan. (Bulleted list) | Discuss how you plan to continue your professional development in this program objective. (50-100 words) |
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| EXAMPLE: Diversity and Advocacy: Gain opportunities to practice ethically as advocates for social justice through exposure to multicultural counseling theories and experiential exercises that promote awareness of cultural bias and diverse worldviews. | <ul style="list-style-type: none"> Collaborate with state counseling association to contribute to ongoing advocacy efforts. Volunteer experience: Habitat for Humanity Exploring multicultural competence through clinical skills during supervision. | I plan to attend an ACA presentation on advocacy at the ACA Annual Conference in March of 2025. This presentation will cover courageous conversations around diversity, equity, and inclusion can be challenging in the traditional setting of a rural community mental health settings. Learn strategies to broach these topics with colleagues and in your community to advocate for diverse client needs. |
| Clinical Mental Health Counseling Program Objectives | | |
| Counselor Identity and Ethics: Develop best practices and counselor identity as informed by ethical and professional standards and GCU dispositional values. | <ul style="list-style-type: none"> Internship experiences: Participated in role-plays with the site supervisor focused on ethical dilemmas and GCU dispositional values (ethical decision-making practice). Practiced applying the ACA Code of Ethics during client sessions and case documentation. Received formative and summative evaluations from the site supervisor (feedback loop on ethical conduct). | I will maintain weekly case consultations with a licensed supervisor, enroll in at least two ACA- or state board–approved ethics CEUs annually, and keep an ethics reflection log for difficult cases. I’ll continue soliciting formal feedback (quarterly) from supervisors to ensure my practices meet evolving professional and dispositional standards and to refine my professional identity. |

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| | <ul style="list-style-type: none"> • Logged supervision and approvals through Thunder Time as part of professional accountability. | |
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| <p>Diversity and Advocacy: Gain opportunities to practice ethically as advocates for social justice through exposure to multicultural counseling theories and experiential exercises that promote awareness of cultural bias and diverse worldviews.</p> | <ul style="list-style-type: none"> • Engaged in experiential exercises and supervision discussions aimed at increasing multicultural competence and awareness of cultural biases. • Worked with clients from diverse backgrounds, addressing culture-linked needs in treatment plans. • Volunteered or participated in outreach activities at the site to reach marginalized groups when available. | <p>I will complete advanced multicultural training, implement structured cultural assessments in all intakes, and volunteer quarterly with community organizations serving marginalized populations. I'll present at one site or regional meeting yearly on culturally responsive practices and seek multicultural supervision when encountering cross-cultural challenges. These steps will deepen competence and sustain ongoing advocacy begun during Internship II.</p> |
| <p>Human Growth and Development: Acquire knowledge and skills to meet the diverse needs of individuals in the context of human growth and development.</p> | <ul style="list-style-type: none"> • Conducted developmentally appropriate interventions across different client ages (child, adolescent, adult), informed by supervision. • Studied lifespan development literature and applied findings to treatment planning during case conceptualization. • Participated in trainings offered through the site to enhance developmental knowledge. | <p>I will pursue targeted CE modules in lifespan development and complete at least two seminars (child/adolescent and adult/geriatric) annually. I'll integrate developmental checklists and age-appropriate interventions into my assessments and request feedback on those interventions during supervision. I plan to keep a reflective case log</p> |

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| | | documenting developmental considerations and outcomes, for each case to keep skills current and informed by evidence and supervision feedback. |
| Counseling and Helping Relationships: Learners will cultivate counseling and helping skills by integrating counseling theories and research, engaging in community collaboration and outreach, and developing skills to apply in professional and therapeutic relationships. | <ul style="list-style-type: none"> • Led individual counseling sessions weekly, integrating theory and evidence-based interventions under supervision. • Practiced core helping skills (empathy, genuineness, unconditional positive regard) in live sessions with supervisor feedback. • Participated in case conceptualization meetings to align interventions with client goals and research. | To strengthen therapeutic skills, I'll record sessions (with consent) for periodic review, attend advanced workshops (e.g., motivational interviewing, CBT adaptations), and set measurable skill goals with my supervisor. I'll use structured session ratings and client outcome measures to track progress and regularly reflect on micro-skills (empathy, reflection, summarization) in supervision to deepen therapeutic effectiveness. Additionally, I'll engage in cross-theory integration practice by deliberately applying two theoretical interventions to a case and discussing outcomes in supervision to strengthen flexibility and effectiveness. |

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| Group Counseling and Group Work: Learners will integrate theoretical foundations and consider dynamics and therapeutic factors to gain knowledge of theories, develop techniques, promote leadership skills, and facilitate the | Co-led and observed therapeutic groups to learn group dynamics, facilitation techniques, and leadership skills. <ul style="list-style-type: none"> • Reflected on group process and facilitator effectiveness during supervision and peer debriefs. • Prepared and implemented group curricula for psychoeducation and skills training. | I will volunteer to co-facilitate community and church-based groups, then progress to independently leading manualized psychoeducational groups developed from workshop curricula. I'll attend specialized group-facilitation |
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| therapeutic group process for diverse clients. | | workshops and train-the-trainer sessions, and collect participant feedback each cycle. These volunteer and training activities will strengthen group leadership, process observation, and outcome evaluation. |
| Research and Program Evaluation: Learners will acquire the knowledge and skills needed to identify, evaluate, and utilize research to inform best practices in counseling. | <ul style="list-style-type: none"> • Utilized evidence-based articles to inform interventions and case conceptualizations. • Participated in reviewing outcome measures and program procedures at the site to inform treatment planning. • Practiced documentation that supported monitoring client progress and program effectiveness. | I will implement a simple pre/post outcome measure for one common intervention, analyze results quarterly, and present findings at site meetings to inform practice. I'll complete a short course on program evaluation and summarize one relevant peer-reviewed article each quarter, translating evidence into treatment modifications to maintain an evidence-informed practice post-internship. |
| Career Development for CMHC: Learners will attain the knowledge that prepares them to demonstrate skills in vocational counseling and the relationship between roles in career, life, school, and mental health. | <ul style="list-style-type: none"> • Collaborated with supervisor to create career assessments and plans to help clients integrate vocational goals with mental health. • Explored vocational counseling theories and applied career-focused interventions in sessions. • Coordinated with local resources or career services when available to support client employment/education goals. | I will expand vocational counseling skills by completing trainings in career assessment tools (e.g., interest/skills inventories) and partnering with local career services for referral pathways. I will incorporate career goal-setting into at least 25% of treatment plans where relevant and track vocational progress in client outcomes. Continued supervisor feedback will guide refinement of assessment interpretation and career intervention strategies. |

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| <p>Assessment and Testing for CMHC: Learners will demonstrate and apply skills that adequately and consistently use assessments for diagnostic and intervention planning purposes.</p> | <ul style="list-style-type: none"> • Conducted intake assessments, biopsychosocial histories, and mental status exams under supervision to inform diagnosis and treatment planning. • Practiced use of screening/assessment tools and reviewed case conceptualizations with supervisors. • Participated in workshops on diagnostic tools and assessment best practices. | <p>I will pursue supervised administrations of key screening instruments until proficient, complete trainings for relevant measures (PHQ-9, GAD-7, trauma screens), and standardize an intake checklist linking assessment results to treatment objectives. I'll review assessment utility in supervision and routinely compare initial screens to treatment outcomes to ensure accurate, evidence-based use.</p> |
| <p>Specialty Area for CMHC: Learners will demonstrate knowledge and skills in conducting intake interviews, mental status exam, biopsychosocial history, mental health history, psychological assessment for treatment planning and caseload management, contextual factors, and competence in clinical mental health fieldwork.</p> | <ul style="list-style-type: none"> • Conducted intake interviews and mental status exams, compiled biopsychosocial histories and mental health histories for treatment planning. • Observed experienced clinicians and participated in case management to understand specialty practices and contextual factors. • Engaged in caseload management tasks and evidence-based treatment planning under supervisor guidance. | <p>I will select a specialty (e.g., trauma, substance use, family therapy), pursue focused CEUs and mentorship in that area, and take the lead on several specialty cases under supervision. I'll track client outcomes, and network with local specialists to build competency and readiness for independent practice and certification in my chosen focus.</p> |