**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:

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| **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)** |
| **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 ofcultural bias and diverseworldviews. | * 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. | * Attended weekly supervision and reviewed ethical decision-making models.
* Facilitated informed consent discussions with clients during intake sessions.
* Observed and maintained professional boundaries in client interactions.
* Reviewed and applied ACA Code of Ethics in case consultations.
 | I plan to continue strengthening my counselor identity by attending ethics webinars hosted by the ACA and maintaining reflective journaling to process ethical dilemmas and values alignment. I will also participate in peer consultation groups to stay accountable to ethical best practices and continue integrating GCU's dispositional values into my clinical work. |  |

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| **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 ofcultural bias and diverseworldviews. | * Served clients from diverse racial, cultural, and religious backgrounds.
* Explored implicit bias in supervision and counseling sessions.
* Advocated for equitable treatment plans considering systemic barriers.
* Attended a DEI-focused training during practicum.
 | To further my development in diversity and advocacy, I plan to attend workshops on multicultural competence, especially as it relates to trauma and spiritual identity. I will also seek opportunities to collaborate with community organizations and churches to bridge gaps in mental health access for underserved populations. |
| **Human Growth and Development:** Acquire knowledge and skills to meet the diverse needs of individuals in the context of human growth and development. | * Worked with clients across the lifespan: children, adolescents, and adults.
* Applied Erikson’s psychosocial theory to conceptualize client concerns.
* Tailored interventions based on developmental needs (e.g., play therapy for kids, identity exploration for young adults).
 | I intend to deepen my understanding of lifespan development by reading current research and applying developmental frameworks to case studies in supervision. Additionally, I will seek CEU opportunities that focus on adolescent development and trauma-informed care. |
| **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. | * Built therapeutic rapport using motivational interviewing and person-centered techniques.
* Practiced active listening and empathy in sessions with trauma clients.
* Received feedback from supervisors to refine interventions.
 | To continue growth in this area, I will practice role-playing exercises, attend live webinars on building therapeutic alliance, and continue developing my skill in using silence, reflection, and immediacy in sessions. I’ll also integrate spiritual assessments for clients who desire faith-based support. |

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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 therapeutic group process for diverse clients. | * Co-led a psychoeducational support group for adolescents.
* Discussed group dynamics and process during supervision.
* Applied Yalom’s therapeutic factors to structure group activities.
 | I plan to co-facilitate another group in the next term and seek additional training on trauma-informed group practices. I’ll also explore group work in faith-based settings to expand my competency in leading diverse group formats. |
| **Research and Program Evaluation:** Learners will acquire the knowledge and skills needed to identify, evaluate, and utilize research to inform best practices in counseling. | * Reviewed outcome measures like GAD-7 and PHQ-9 to inform treatment.
* Participated in discussions on treatment efficacy in supervision.
* Evaluated evidence-based practices for client interventions.
 | I plan to stay up to date with clinical research through counseling journals and by attending GCU's research symposium. I’ll also use program evaluations and feedback tools to improve the effectiveness of group and individual sessions. |
| **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. | * Supported clients exploring career and identity development post-divorce.
* Integrated life roles and vocational guidance in sessions with teens.
* Discussed work-related stress and career transitions with adult clients.
 | I aim to pursue certification in career counseling tools such as the Strong Interest Inventory and incorporate vocational identity exploration into treatment planning. I’ll also stay informed about job market trends and culturally sensitive approaches to career support. |

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| **Assessment and Testing for CMHC:** Learners will demonstrate and apply skills that adequately and consistently use assessments for diagnostic and intervention planning purposes. | * Administered and scored the GAD-7 and PHQ-9 weekly.
* Practiced writing mental status exams and intake reports.
* Discussed assessment results with supervisor to guide diagnosis.
 | I plan to develop proficiency in clinical assessment by completing training modules on DSM-5 differential diagnosis and exploring trauma-informed assessment strategies. I’ll also increase confidence in case formulation by shadowing advanced clinicians when available. |
| **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. | * Conducted biopsychosocial assessments for new clients.
* Completed mental health histories and developed treatment plans.
* Managed a diverse caseload including trauma, ADHD, and relational issues.
 | To continue growth in my specialty area, I will pursue advanced training in trauma-focused CBT and EMDR. I also plan to create a niche supporting former athletes and high-performing individuals transitioning to new roles in life, blending therapeutic and performance-focused frameworks. |