

Second Edition

YOUR
**SUPERVISED
PRACTICUM**
AND **INTERNSHIP**

FIELD RESOURCES FOR TURNING THEORY INTO ACTION



LORI A. RUSSELL-CHAPIN, NANCY E. SHERMAN,
AND ALLEN E. IVEY

ROUTLEDGE


YOUR SUPERVISED PRACTICUM AND INTERNSHIP

Your Supervised Practicum and Internship is a complete, up-to-date guide to everything a graduate student in the helping professions needs for a successful practicum, internship, or field experience. This helpful resource takes students through the necessary fundamentals of field experience, helping them understand the supervision process and their place in it. The authors fully prepare students for the more advanced or challenging scenarios they are likely to face as helping professionals. The new edition also interweaves both CACREP and NASW standards, incorporates changes brought by the DSM-5, and places special focus on brain-based treatments and neurocounseling. *Your Supervised Practicum and Internship* takes the practical and holistic approach that students need to understand what really goes on in agencies and schools, providing evidence-based advice and solutions for the many challenges the field experience presents.

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Field Resources for Turning Theory into Action

Second Edition

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Lori

This book continues to be a labor of love. Being a member of the helping profession is a calling for me! As I have developed and grown as a person and clinician, it has been fun to share many of my observations and ideas with others in the profession. But even more importantly are the people who have influenced me by their generosity, compassion, and dedication not only to the field of counseling but to life in general. This book is dedicated to all those people in my life who are mentors and role models to me. These people epitomize the concept of “richly living” by taking risks and generating new options.

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Nancy

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Patrick Hayes, my husband, who has supported me all the way!

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Section I

GETTING STARTED

You, Supervision, and the Settings

By the time you have completed Section I and the first five chapters you can expect to:

- IDENTIFY YOUR STRENGTHS AND AREAS FOR IMPROVEMENT TO ENSURE A SUCCESSFUL FIELD EXPERIENCE.
- PRESENT AND ANALYZE YOUR COUNSELING SESSIONS USING THE COUNSELING INTERVIEW RATING FORM AND MICROCOUNSELING SUPERVISION.
- UNDERSTAND THE DIMENSIONS OF EFFECTIVE SUPERVISION AND THE INFLUENCE YOUR PLACEMENT SETTING MAY HAVE ON SUPERVISION.
- LEARN ABOUT THE MAJOR SUPERVISION MODEL CATEGORIES AND THE IMPORTANCE OF A SUPERVISION QUESTION.
- CONCEPTUALIZE YOUR CASE STUDIES USING THREE STAGES OF THE COUNSELING INTERVIEW, FORMAL DIAGNOSIS, AND DEVELOPMENTAL ASSESSMENT.

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TURNING THEORY INTO PRACTICE

Abilities Needed to Grow

The field experience takes courage—it facilitates growth most effectively if you allow yourself to become the person whom you truly are and want to be!

OVERVIEW

GOALS

BEFORE YOU START

WHY THIS TEXT WAS CREATED

THE NEED FOR THIS TEXT: LORI'S FIRST CLIENT MEMORY

FOR YOU, THE STUDENT

GOAL OF THIS TEXT

BOOK FEATURES

CHAPTER TOPICS

A GUIDE

THE GUEST HOUSE

KEY CONCEPTS: NEEDED ABILITIES FOR A SUCCESSFUL FIELD EXPERIENCE

NEUROCOUNSELING AND SELF-REGULATION SKILLS

PRACTICAL REFLECTION 1: NEUROLOGICAL DYSREGULATION RISK ASSESSMENT

PRACTICAL REFLECTION 2: BREATHING DEMONSTRATION

RISK TAKING

PRACTICAL REFLECTION 3: IDENTIFYING FEARS AND CONCERNS

GOAL-SETTING

PRACTICAL REFLECTION 4: ESTABLISHING PROFESSIONAL GOALS

FEEDBACK

PRACTICAL REFLECTION 5: CORRECTIVE FEEDBACK

RESPECT

POWER

PRACTICAL REFLECTION 6: POWER DIFFERENTIALS

MULTICULTURAL ISSUES**PRACTICAL REFLECTION 7: MULTICULTURAL CONCERNS****POSITIVE RESOURCES AND PERSONAL STRENGTHS****PRACTICAL REFLECTION 8: EMPHASIZING YOUR PERSONAL STRENGTHS****OTHER KEY ISSUES FOR THE SUCCESS OF YOUR FIELD EXPERIENCE,****PRACTICUM AND INTERNSHIP****PRACTICAL REFLECTION 9: ANALYZING PAST TRANSFERENCE AND****COUNTERTRANSFERENCE ISSUES****SUMMARY AND PERSONAL INTEGRATION****PRACTICAL REFLECTION 10: INTEGRATION****SUMMARY LIST OF RESOURCES****Overview**

This first chapter introduces you, the student, to the style and format of the entire book. Each chapter focuses on the concept of “praxis,” turning theory into practical skills. You will address eight abilities that you must practice in order to get the most out of your field experience. Those necessary abilities are understanding and working on the following: neurocounseling/self-regulation, risk-taking, goal-setting, feedback, respect, power, multicultural issues, and available resources.

Goals

1. Learn about the text format and function from the authors’ viewpoints.
2. Analyze how neurocounseling and self-regulation skills may be integrated into your field experience.
3. Focus on personal and professional issues that you will encounter frequently throughout your field experience.
4. Discover and list fears and concerns that may interfere with effectively completing your field experience.
5. Understand the dynamics of power throughout the field experience.
6. Identify at least four goals that need to be accomplished by the end of the field experience.

Before You Start

We welcome you to one of the most exciting and, certainly, most personally involving courses in the helping field. Working with clients, their families, and the community is what it is all about. The field experience, practicum, or internship all give you a chance to show what you can do. It is a place you can test out those theories and see if they really work.

Feedback is said to be the breakfast of champions. We recommend that you use the many resources available to you to gain as much information about yourself and your work as you possibly can. We provide a large number of resources in this book. But seek feedback from your colleagues and supervisors. Having others look at your work can be challenging, but it is here that you can grow the most. We suggest that you use your practicum, internship, or field experience as a foundation for your entire professional life. It is vital that you listen carefully to clients so that you can help them grow; you, too, will grow if you listen equally carefully to those supporting your development.

Each of us would like to share some thoughts about how to use this book and the importance of the field experience, internship, and practicum.

Why was This Text Created?

Lori

I have been teaching graduate level practicum and internship courses for the past 28 years. These field experience courses are my very favorite classes, as I have the great pleasure of watching all of you, the novice counseling trainees, transform into skilled helping professionals. It is a time of immense personal change and growth.

The difficulty of this class for me was that I have never found the exact textbook that could assist you and me through this exciting but scary experience. I often used supplemental texts and individual monographs, but again there was no book that focused on all the essential areas of the field experience.

As I began creating many of my own tools, I became aware that so much of what I believe about the helping profession came from the work of Dr. Allen Ivey. I bravely decided to ask Dr. Ivey and his wife, Dr. Mary Ivey, to travel to Bradley University to be guest speakers at one of our alumni events. That was the beginning of this textbook, as Allen and I began to brainstorm enthusiastically about the needs of a field experience book that would integrate all aspects of the field experience from developmental concerns to ethics to conceptualization to supervision!

Of course discovering colleagues with whom I work directly that have complementary counseling beliefs and skills is also a blessing. Dr. Nancy Sherman and I have worked together for the past 21 years, and it is exciting and energizing to collaborate with Nancy on this project as well.

The most amazing experience for me is how much my counseling skills have continued to improve since the first edition of this book. In 2010 a colleague and I began the development and implementation of a new Center for Collaborative Brain Research among my institution, Bradley University, a large local

hospital, OSF Saint Francis Medical Center, and the Illinois Neurological Institute. Since that time seven cutting edge brain research projects have been completed and disseminated. At the same time I became trained in neurofeedback (NFB), a noninvasive brain-based intervention using a computerized software system and an electroencephalogram (EEG) to modulate dysregulated brain waves. I decided I needed to know much more about the brain and the body, so I took an anatomy and physiology course. That was very helpful, and then I began studying for my board certification in neurofeedback (BCN).

All of these experiences truly changed how I conduct counseling today. I want to share much of that with you readers in this book.

Nancy

As a colleague of Lori's also teaching Practicum/Internship courses at Bradley University, I have used the original version of this book since it was published. Students always comment on the usefulness, practicality, and wisdom of the text.

It could almost be a self-guided journey through practicum and internship! I say *almost* because the most important relationships I have had in my professional counseling career have been those with my various supervisors, the good, the bad, and the ugly. I am honored to share some of the wisdom I have gained from the past 25 years as a doctoral intern, counselor, and counselor educator with you through this revised text.

Unlike Allen and Lori, I saw my first client without the benefit of a counseling degree. I had completed a master's degree in College Student Personnel and, after a successful career in student affairs, moved to a small town in Ohio to help bolster my partner's career. Without a job of my own, I volunteered as an advocate for a women's help center for victims of domestic violence and sexual assault. When funding became available for a professional counselor position, the director of the agency asked me to apply even though I explained my lack of training in counseling.

Regardless, I was hired and with supervision from my social worker supervisor I saw my first client. As I was listening to her horrific story of domestic violence and sexual assault the only way I could think to respond was to share some of my family's experiences! My intention was to let her know she was not alone and that others have survived these crimes, to instill some hope. I don't remember if it helped as I had intended, but I do remember going to my supervisor and processing the experience. I learned valuable lessons about how to help clients experiencing extreme emotions as well as not making the session about me. I have since learned the value of appropriate counselor self-disclosure! I think I did many things "wrong" in that position but with the help of a skilled,

experienced supervisor my clients did get better. That job also led me to the decision to pursue a PhD in counselor education realizing that counseling and not student affairs was my future.

As part of my doctoral education, I completed a yearlong internship in clinical psychology at a children's hospital and a community mental health center. Besides an intense learning experience in psychological testing and diagnosing and treating people with mental disorders, I also learned that my place was in professional counseling with a developmental, wellness focus and not the medical model I was using at the time. That experience was, however, very helpful for teaching courses in assessment, DSM diagnoses, and similar aspects of clinical mental health counseling.

Allen

I'll just share one personal story as we begin. My first practical experience in counseling was as an intern in the counseling center at Tufts University under the wise guidance of Alvin Schmidt, director. I certainly was inexperienced in a professional role and felt more than a bit awkward. How would I survive my first interview?

Luckily for me, Schmidt had a ready smile and was completely supportive and confident that I would be up to the job, even though he had no evidence for that fact. That first interview was neither particularly good, nor particularly bad, but reviewing it with him made an immediate difference.

I learned that it was okay to make mistakes and that I could learn and grow from them. I learned from Alvin Schmidt, the person, that relationship is key and the nature of the person who is the counselor or therapist is as important as book knowledge. Not all of you will have the patient mentor that I enjoyed, but there is something to learn from the feedback offered by all supervisors.

Theory is vital, but it is people like you and me who take it into practice.

Growing as a person and as a therapist is one of the goals of this text.

We are going to share some ideas, but it is you who will use some of them and make them work.

Schmidt also taught me something the books at that time did not cover.

I found it critical that I learn the ways of his agency, the counseling center, as quickly as possible. Forms, reports, and ethical standards were an important part of the job. I also discovered it was important to meet and know faculty members and administrators in the Tufts community. We tend to learn counseling and therapy in isolation, but it is practiced in a community context. If we are to be effective, we need to be community members and tailor our work to community needs.

Multicultural issues are an important part of the context of counseling.

We define culture broadly to include race and ethnicity, gender, socioeconomic status, sexual orientation, ability/disability, age, spirituality, and other relevant factors such as language (bilingual ability is an asset not a liability) or experience of trauma (a person who experienced rape, AIDS, cancer, loss of parent, or war has entered a special culture). Each community agency exists within a cultural setting, unique to itself. I suggest that you spend some time going beyond the immediate agency setting and learning about the community within which you work.

Let us now turn to what we have to share with you. We've enjoyed and profited from being supervised and supervising others. After you have completed work with this text, we'd enjoy hearing from you and obtaining your feedback. Please note the feedback form at the close of this book. Keep in touch and let us grow together. We welcome your feedback and suggestions, letting us know how you experienced this book.

The Need for This Text: Lori's First Client Memory

It was my first day as a new counselor working in a mental health clinic in western United States. I was 25 years old, and I was ready! Now I could truly make a difference in the world! Trying to remember all the skills I was supposed to do was intimidating, but I felt confident. I had dressed professionally. I still remember what I was wearing, a brown shirtdress and matching shoes! I arrived early to work and I was just waiting patiently. Finally it was nine o'clock in the morning.

My client's intake form had been placed in her file. In walked Rachel. She was a tall woman and from her information she was 71 years old. Before I could say "hello," before I could attempt to talk about confidentiality, and before I could speak of the counseling process, Rachel began to pace in the room and silently stare at me. She would not sit down in any of the available chairs in my office. She continued to walk around the office, carefully observing me from top to bottom. Finally Rachel snorted, "Honey, what could you possibly have to offer me? You are a child with very little life experience, and you will never be able to help or understand my problems!"

I was stunned, of course. I do remember thinking: did any of my professors or supervisors tell me what to do when this happens? I decided to be silent, not as an intentional skill, but because I did not know what else to do! Then I recalled some concept called resistance. I decided to just go with it. Rachel continued to rant, and finally there was a small lull, so I responded, "Rachel, you are probably correct. I have not lived as long as you, and I don't have as much life experience as you. All I can do is listen to you and see if a counseling relationship develops. How does that sound to you?" Fortunately for Rachel