CONTENTS

About the Authors	xvii
Preface	xix
Acknowledgments	xxi
Overview of the Book	xxiii
SECTION I PREPRACTICUM	
■ CHAPTER 1 Preparing for Practicum and Internship	3
Becoming a Professional Counselor	3
Steps to Becoming a Professional Counselor	4
Accreditation Standards for Practicum and Internship	4
CACREP Standards for Practicum and Internship	5
CORE Standards for Practicum and Internship	6
CACEP Standards for Initial and Final Practicum	6
APA-CoA Standards for Practicum and Internship in Counseling Psychology	7
AAPC Standards for Practicum and Internship for Pastoral Counselors	7
Counselor Certification	7
National Certified Counselor (NCC)	7
NBCC Specialty Certifications	8
Certified Rehabilitation Counselor (CRC)	8
Canadian Certified Counsellor (CCC): CCPA	8
Registered Professional Counsellor (RPC): Canadian Professional	
Counsellors Association	8
Other Specialty Counseling Certifications	9
State Licensure for Counselors and Psychologists	9
Prepracticum Considerations	10
Checklist of Questions to Be Researched and Answered Before Practicum Site Selection	10

Phases of Practicum and Internship	11
Development Reflected in the Program Structure	11
Development Reflected in the Learning Process	12
Development Reflected in Supervisor Interaction	12
Implications	12
Summary	12
References	13
■ CHAPTER 2 Securing a Practicum/Internship Site	15
Guidelines for Choosing a Practicum/Internship Site	15
Criteria for Site Selection	16
Professional Staff and Supervisor	16
Professional Affiliations of the Site	16
Professional Practices of the Site	16
Site Administration	17
Training and Supervision Values	17
Theoretical Orientation of the Site and Supervisor	17
Client Population	17
Negotiating the Practicum/Internship Placement	19
Typical Questions Asked at the Interview	19
Getting Oriented to Your Field Site	20
Role and Function of the Practicum/Internship Student	21
Summary	22
References	22
SECTION II BEGINNING TO WORK WITH CLIENTS	
■ CHAPTER 3 Starting the Practicum	25
Beginning the Practicum Experience	25
Getting Started: Where Do I Begin?	25
I've Taken the Classes, but Do I Really Know What to Do?	26
What if I Say Something Wrong?	26
How Do I Know When to Use the Right Techniques?	27
But I'm Just a Rookie! (Learning to Trust Yourself and Your Inner Voice)	27
When in Doubt, Consult! (Your Faculty and Site Supervisors Are There to Help You)	28
Preparing to Meet With Your First Client	28
The Health Insurance Portability and Accountability Act (HIPAA)	29
Informed Consent	30

	Contents i
Sample Informed Consent and Disclosure Statement	3
Establishing a Therapeutic Alliance	3
The Initial Session With the Client	3
Structured and Unstructured Interviews	3
Basic and Advanced Helping Skills	3
Procedural and Issue-Specific Skills	3
Structuring the Initial Session	3
Closing the Initial Session	3
Pretherapy Intake Information	3
Intake Summary	4
Client Record Keeping	4
Progress Notes	4
The DAP Format	4
The SOAP Notes Format	4
Record Keeping and the School Counselor	4
Documenting Practicum Hours	4
Summary	4
Note	4
References	4
CHAPTER 4 Assessment and Case Conceptualization	42
Initial Assessment	4
Gathering Family History Data	4
Gathering Personal History Data	4
Obtaining Information From Others	5
Goals of Assessment	5
Processes and Categories for Assessing Client Problems	5
Assessing the Client's Mental Status	5
Mental Status Categories of Assessment	5
Diagnosis in Counseling	5
DSM-5	5
Elimination of the Multiaxial Assessment System	5
Subtypes and Specifiers	5
Other Specified and Unspecified Designation	5
DSM-5 Codes and Classification	5
Sharing Assessment Information With the Client	5
Gathering Additional Data	5
Assessing the Client's Progress	5
Reporting Therapeutic Progress	6

x Contents

Impulianti ou a		(0)
Implications Case Conceptualizations	tion	60 60
-	alization Models	61
The "Linch		61
-	d Pyramid Model	62
The Integrat	•	63
Summary	ive woder	63
References		64
CHAPTER 5	Goal Setting, Treatment Planning, and Treatment Modalities	67
Goal Setting in Cou	nseling	67
Goals and the S	tages of Change Model	67
Types of Goals		68
Developing a Treatn	nent Plan	69
A Review of Philoso	phy, Theories, and Theory-Based Techniques of Counseling	71
Identifying Your The	eory and Technique Preferences	75
Extending the Cour	nselor's Theory-Based Techniques	80
Solution-Focuse	d Brief Therapy	80
Strategic Solution	on-Focused Therapy	82
Cognitive Restro	ucturing Brief Therapy	83
Rational Emotiv	e Brief Therapy	83
Coping Skills Br	rief Therapy	83
Third-Wave Therapi	es	84
Mindfulness-Bas	sed Therapy (MBT)	84
Mindfulness-Bas	sed Stress Reduction (MBSR)	85
Mindfulness-Bas	sed Cognitive Therapy (MBCT)	85
Acceptance and	Commitment Therapy (ACT)	86
Dialectical Beha	vior Therapy (DBT)	86
Summary		87
References		87
SECTION III SU	PERVISION IN PRACTICUM AND INTERNSHIP	
CHAPTER 6	Group Supervision in Practicum and Internship	93
Identifying Counsel	ing Skill Areas	93
	Counseling Performance Skills	93
	dvanced Counseling Skills	93

Theory-Based Techniques	94
Procedural Skills	94
Professional and Issue-Specific Skills	94
Skill Area Two: Cognitive Counseling Skills	94
Skill Area Three: Self-Awareness/Multicultural Awareness Skills	94
Self-Awareness Skills	94
Multicultural Awareness Skills	95
Skill Area Four: Developmental Level	95
Self-Assessment in the Skill Areas	96
Sample Supervisee Goal Statement	96
Concepts in Group Supervision	97
Group Supervision in Practicum	99
Sample of Course Objectives and Assignments in Group Practicum	101
Activities in Group Supervision	102
Peer Consultation	102
Evaluation of Practicum in Group Supervision	104
Formative Evaluation	104
Summative Evaluation	104
Transitioning Into Internship	105
Recommended Skill Levels for Transitioning Into Internship	105
Group Supervision in Internship	105
Group Supervision Models in Internship	107
The SPGS Model	107
The Structured Group Supervision (SGS) Model	108
Evaluation in Group Supervision of Internship	108
Summary	109
References	109
CHAPTER 7 Individual Supervision in Practicum and Internship	111
Role and Function of the Supervisor in Practicum and Internship	111
Administrative and Clinical Supervision	112
The Supervisor–Supervisee Relationship	112
What Is "Lousy" Supervision?	113
Overarching Principles	114
General Spheres	114
Approaches to Individual Supervision	114
Models Grounded in Psychotherapy Theory: The Psychodynamic Model	115
Developmental Models: The Integrated Developmental Model	115
Process Models: The Discrimination Model	116

The Triadic Model of Supervision	117
The Clinical Supervision Process	119
Informed Consent in Supervision	119
Sample of a Supervisor Informed Consent and Disclosure Statement	119
Forming a Supervision Contract	121
Sample Supervision Contract	122
The Supervision Session Format	123
Supervising the Developing Counselor-in-Training	124
Evaluation of Individual Supervision in Practicum and Internship	126
Summative Evaluation in Practicum	126
Sample of a Midpoint Narrative Evaluation of a Practicum Student	126
Summative Evaluation in Internship	128
Documenting Internship Hours	129
Summary	129
References	129
■ CHAPTER 8 Selected Topics on Ethical Issues in Counseling	135
CHAPTER 8 Selected Topics on Ethical Issues in Counseling	135
Definitions: Ethics, Morality, and Law	135
Ethical Codes for Counselors	136
Websites for Ethical Codes and Related Standards for Professional Organizations	136
Codes of Ethics: Similarities	
Ethical Decision Making	137
Principle-Based Ethics and Ethical Decision Making	137 137
·	137 137 137
Virtue-Based Ethics and Ethical Decision Making	137 137 137 140
Virtue-Based Ethics and Ethical Decision Making Self-Tests After Resolving an Ethical Dilemma	137 137 137 140 142
Virtue-Based Ethics and Ethical Decision Making Self-Tests After Resolving an Ethical Dilemma The Use of Technology in Counseling	137 137 137 140 142 142
Virtue-Based Ethics and Ethical Decision Making Self-Tests After Resolving an Ethical Dilemma The Use of Technology in Counseling Summary	137 137 137 140 142 142
Virtue-Based Ethics and Ethical Decision Making Self-Tests After Resolving an Ethical Dilemma The Use of Technology in Counseling	137 137 137 140 142
Virtue-Based Ethics and Ethical Decision Making Self-Tests After Resolving an Ethical Dilemma The Use of Technology in Counseling Summary	137 137 137 140 142 142
Virtue-Based Ethics and Ethical Decision Making Self-Tests After Resolving an Ethical Dilemma The Use of Technology in Counseling Summary References	137 137 137 140 142 142 145 146
Virtue-Based Ethics and Ethical Decision Making Self-Tests After Resolving an Ethical Dilemma The Use of Technology in Counseling Summary References CHAPTER 9 Selected Topics on Legal Issues in Counseling	137 137 137 140 142 142 145 146
Virtue-Based Ethics and Ethical Decision Making Self-Tests After Resolving an Ethical Dilemma The Use of Technology in Counseling Summary References CHAPTER 9 Selected Topics on Legal Issues in Counseling The Law	137 137 137 140 142 142 145 146 149
Virtue-Based Ethics and Ethical Decision Making Self-Tests After Resolving an Ethical Dilemma The Use of Technology in Counseling Summary References CHAPTER 9 Selected Topics on Legal Issues in Counseling The Law Classifications of the Law	137 137 137 140 142 142 145 146 149

	Contents	XIII
Why Clients Sue		152
Risk Management and the Counselor		153
Liability Insurance		154
Privacy, Confidentiality, and Privileged Communication		154
Release of Information		156
When the Counselor Must Breach Confidentiality		156
The Law and the Duty to Protect: The Suicidal Client		156
The Law and the Duty to Warn: The Potentially Dangerous Client		157
Mandatory Reporting: Suspected Child Abuse and Neglect		158
Mandatory Reporting: Suspected Harm to Vulnerable Adults		159
The Law and the Practice of Counsellor-Client Confidentiality in Canada		159
Managed Care and the Counselor		159
Client Records		161
Summary		162
References		162
CHAPTER 10 Working With Clients in Crisis and Other Special Populations	•	165
Understanding Crisis and Trauma		165
The Kanel Model of Crisis Intervention		166
The James and Gilliland Model of Crisis Intervention		167
Crisis Intervention in Schools		169
School Counselors as Prevention Consultants for Crises		170
Suggestions for a School-Based Training on Crisis Response		170
Post-Crisis: Understanding Children's Responses		172
The High-Risk Client: Understanding and Assessing Harm to Self		173
Defining Suicide and Debunking Common Myths		173
Warning Signs for Suicide		175
Risk Assessment for Suicide		176
Assessment Point 1: Desire to Die		176
Assessment Point 2: Capacity to Commit Suicide		176
Assessment Point 3: Suicidal Intent		177
Assessment Point 4: Buffers Against Suicide		177
Evaluating Suicide Risk: Putting It All Together		178
Suicide Risk Assessment Instruments		178
Intervention and Planning		179
Ethical and Legal Mandates Relating to Danger to Self		180
Professional School Counselors		180
		_ 0

Professional Counselors	180
Suicide Risk Assessment and Prevention in Schools	181
Basics of Suicide Prevention Programs in Schools	181
Learning About and Responding to Potentially Suicidal Students	182
Suicide Risk Assessment for Students	183
The High-Risk Client: Potential Harm to Others	184
The <i>Tarasoff</i> Case: The Events	184
Implications of the <i>Tarasoff</i> Case	185
What <i>Tarasoff</i> Did Not Require	185
Post-Tarasoff	185
Risk Assessment for Potentially Dangerous Clients	186
Task I: Risk Assessment	186
Task II: Selecting a Course of Action	188
Task III: Monitoring the Situation	188
Clients' Past Criminal Acts	188
The Client Who Is Being Abused: Responding, Reporting, and Intervening	189
Legal Issues Related to Reporting Child Abuse	192
Making a Report Related to Child Abuse	192
Interviewing Children Who May Have Been Sexually Abused	193
Before the Interview	193
Interviewing the Child	193
Counseling the Sexually Abused	194
The Client Who Is Dealing With Addiction	196
Understanding Addiction	196
Diagnosing Alcohol and Drug Use	196
What Is Treatment?	197
What Is Recovery?	198
Stages of Recovery	198
Counseling Recommendations for Clients With Addiction	199
Preventing Relapse	200
Summary	201
References	201
CHAPTER 11 Consultation in the Schools and	
Mental Health Agencies: Models and Method	ds 207
Definition of Consultation	207
Types of Mental Health Consultation	208

	Conte	ents xv
Characteristics	of Mental Health Consultation	209
	Internal and External Consultation	210
	or Collaboration?	210
	f and Metaphors for Consultation	211
-	ase-of-Expertise Model	211
	r-Patient Model	211
	s Consultation Model	212
	in Consultation	212
School Consult		213
	on Models and Practices in Schools	215
Sensorimot	tor	216
Concrete		216
Formal-Op		216
Dialectic/S	•	217
General Guidel	lines for Consultation	218
Preentry		218
Entry Into	the System	219
Orientation	n to Consultation	219
Problem Id	lentification	220
Consultatio	on Intervention	220
Assessing the In	mpact of Consultation	221
Resistance to C	consultation	222
Contracting an	d the Forces of Change in the Organization	223
Summary		224
References		224
СНАРТЕ	R 12 Final Evaluations	227
Annendiy I: The	Supervisee Performance Assessment Instrument	231
	chiatric Medications	237
FORMS		
Form 2.1	Practicum Contract	247
Form 2.2	Internship Contract	249
Form 2.3	Student Profile Sheet	251
Form 2.4 Form 3.1a	Student Practicum/Internship Agreement Parental Palease Form: Secondary School Counseling	252 253
Form 3.1a	Parental Release Form: Secondary School Counseling Elementary School Counseling Permission Form	253 254
Form 3.12	Client Permission to Record Counseling Session for Supervision Purposes	
Form 3.3	Initial Intake Form	256

	Form 3.4	Psychosocial History	258
	Form 3.5	Case Notes	262
	Form 3.6	Weekly Schedule/Practicum Log	264
	Form 3.7	Monthly Practicum Log	265
	Form 4.1	Elementary School Counseling Referral Form	266
	Form 4.2	Secondary School Counseling Referral Form	267
	Form 4.3	Mental Status Checklist	269
	Form 4.4	Therapeutic Progress Report	272
	Form 5.1	Counseling Techniques List	273
	Form 6.1	Self-Assessment of Counseling Performance Skills	277
	Form 6.2	Self-Awareness/Multicultural Awareness Rating Scale	279
	Form 6.3	Directed Reflection Exercise on Supervision	280
	Form 6.4	Supervisee Goal Statement	281
	Form 6.5	Tape Critique Form	282
	Form 6.6	Peer Rating Form	283
	Form 6.7	Interviewer Rating Form	284
	Form 7.1	Supervision Contract	286
	Form 7.2	Supervisor Notes	288
	Form 7.3	Supervisee Notes on Individual Supervision	289
	Form 7.4	Supervisor's Formative Evaluation of Supervisee's Counseling Practice	290
	Form 7.5	Supervisor's Final Evaluation of Practicum Student	292
	Form 7.6	Supervisor's Final Evaluation of Intern	293
	Form 10.1	Suicide Consultation Form	295
	Form 10.2	Harm to Others Form	298
	Form 10.3	Child Abuse Reporting Form	301
	Form 10.4	Substance Abuse Assessment Form	302
	Form 12.1	Weekly Internship Log	305
	Form 12.2	Summary Internship Log	306
	Form 12.3	Evaluation of Intern's Practice in Site Activities	307
	Form 12.4	Client's Assessment of the Counseling Experience	308
	Form 12.5	Supervisee Evaluation of Supervisor	309
	Form 12.6	Site Evaluation Form	311
Inde	ΣX		313
	-		