CONTENTS

Acknowledgments xiv

SECTION I:
GETTING STARTED: YOU, SUPERVISION, AND THE SETTINGS **1**

1 Turning Theory into Practice: Abilities Needed to Grow 3
Overview 4
Goals 4
Before You Start 4
Why was This Text Created 5
Lori 5
Nancy 6
Allen 7
The Need for This Text: Lori's First Client Memory 8
For You, the Student 9
Goal of This Text 9
Book Features 9
Chapter Topics 10
A Guide 11
The Guest House 11
Key Concepts: Needed Abilities for a Successful Field Experience 12
Neurocounseling and Self-regulation Skills 12
Self-regulation 13
Practical Reflection 1: Neurological Dysregulation Risk Assessment 14
Practical Reflection 2: Breathing Demonstration 18
Risk-taking 18
Practical Reflection 3: Identifying Fears and Concerns 19
Goal-setting 19
Practical Reflection 4: Establishing Professional Goals 20
Feedback 21
Practical Reflection 5: Corrective Feedback 22

Respect 22
Power 22
Practical Reflection 6: Power Differentials 23
Multicultural Issues 24
Practical Reflection 7: Multicultural Concerns 24
Positive Resources and Personal Strengths 25
Practical Reflection 8: Emphasizing Your Personal Strengths 25
Other Key Issues for the Success of Your Field Experience, Practicum, and Internship 26
Practical Reflection 9: Analyzing Past Transference and Countertransference Issues 28
Summary and Personal Integration 28
Practical Reflection 10: Integration 29
Summary List of Resources 29

2 Reviewing and Analyzing Cases: Microcounseling Supervision 32
Overview 33
Goals 33
Key Concepts: Microcounseling Supervision 33
The Brain and Its Functions 34
Head Map of Functions 34
Practical Reflection 1: Intentional Skills and Brain Functions 36
Practical Reflection 2: An Intentional Imagery Exercise 37
The Microcounseling Supervision Model 38
The Three Components of Microcounseling Supervision 40
Reviewing Microcounseling Skills with Intention 40
Practical Reflection 3: Reviewing Skills with Intention 41
Classifying Skills with Mastery 41
Practical Reflection 4: Classifying Skills with Mastery 42
Processing Supervisory Needs 45
The Counseling Interview Rating Form (CIRF) 45
Scoring the CIRF 46
Supervisory Process 47
Practical Reflection 5: Summarizing and Processing Skills 47
Uses of the CIRF 47
Case Presentation 48
Practical Reflection and Self-assessment 6: Establishing Your Counseling Skills Baseline 49
Practical Reflection 7: Understanding Microcounseling Supervision 49

Summary and Personal Integration 50
Practical Reflection 8: Integration 50
Resource A: Glossary of CIRF Skills 50
Resource B: Microskill Classification: Transcript of Rachel and Lori 54
Resource C: Counseling Interview Rating Form 57
Resource D: Counseling Interview Rating Form 60
Resource E: Counseling Interview Rating Form 63

3 Becoming Effective as a Supervisee: The Influence of Placement Setting 67
Overview 68
Goals 68
Key Concepts: You and Supervision 68
Self-regulation Skill of Sleep Hygiene 69
Practical Reflection Self-regulation Skill 1: Sleep Hygiene 70
Determining Which Supervision Style Works Best for You 70
Developmental Styles of Supervision 71
Practical Reflection 2: Preferred Maturity Dimensions 72
Practical Reflection 3: The Best Fit Supervisory Styles 73
You and Your Supervision Setting 73
School Settings 73
Primary, Middle, and High Schools 74
Practical Reflection 4: Current Supervisory Expectations 76
The Case of Stephen 76
Practical Reflection 5: School Counseling Supervisory Needs 80
Colleges and Universities 80
Community Agencies 82
Private Practice 84
Hospital-based Treatment Programs 87
Practical Reflection 6: Influences of Field Experience Settings 88
Collecting and Sharing Needed Information 89
Practical Reflection 7: Student Practicum/Internship Agreement 90
Evaluation of Your Work in the Placement Setting 91
Practical Reflection 8: Evaluation Concerns 91
Summary and Personal Integration 92
Practical Reflection 9: Integration 92
Resource F: Supervisory Style Inventory 92
Resource G: Author's CIRF Quantification of the Case of Stephen 94
Resource H: Student Practicum/Internship Agreement 97

Resource I: Practicum/Internship Contract 98
Resource J: Adult Informed Consent Form 100
Resource K: Child Informed Consent Form 100
Resource L: Release of Confidential Information 101
Resource M: Site Supervisor's Evaluation of Student Counselor's Performance 101

4 Continuing Self-improvement: Major Supervision Model Categories 107
Overview 107
Goals 108
Key Concepts: Finding the Supervision Match for You 109
Practical Reflection 1: Self-regulating What You Eat and Why 111
Developmental Models of Supervision 112
Practical Reflection 2: Developmental Model Growth Areas 113
Theory-specific Supervision Models 113
Practical Reflection 3: Theoretical Orientation 114
Social Role Models of Supervision 114
Practical Reflection 4: Role and Focus Needs 115
Integrated Models of Supervision 115
A Supervision Digital Recording Method: Interpersonal Process Recall 116
Practical Reflection 5: Needed IPR Questions 117
Supervision and the Case of Rachel 117
Developmental Supervision and the Case of Rachel 117
Theoretically Oriented Supervision and the Case of Rachel 118
Social Role Supervision and the Case of Rachel 119
Integrated Supervision and the Case of Rachel 119
Interpersonal Process Recall and the Case of Rachel 119
Practical Reflection 6: Your Favorite Supervision Model 119
Practical Reflection 7: You and Your Supervision Perceptions 120
Summary and Personal Integration 120
Practical Reflection 8: Integration 120
Resource N: Microcounseling Skills Used in Different Theoretical Approaches 121
Resource O: Supervisee Perception of Supervision 122

5 Conceptualizing the Client: Diagnosis and Related Issues 126
Overview 126
Goals 127
Key Concepts: Client Case Conceptualization and the Investigative Nature of Counseling 127
Confidentiality 129

Humble Guest 129
Cautiousness 130
Exercise, the Brain, and Decision Making 130
Practical Reflection 1: Physical Exercise Plan 132
Case Conceptualization Methods 132
Using the Interview Stages to Conceptualize Cases 133
Practical Reflection 2: Stages of the Interview 134
Adding the DSM-5 to the Case Conceptualization 134
Diagnosing Using the DSM-5 134
Personality Disorders 137
Practical Reflection 3: DSM-5 Strategy and Conceptualization 138
Developmental Assessment 138
Practical Reflection 4: Your Preferred Developmental Orientation Style 140
Goals and Treatment Plans 141
Case Presentation Guidelines 141
Narrative Case Presentation about Rachel 142
Practical Reflection 5: Case Presentation Additions 144
The Case of Rachel: Case Conceptualization with the Stages of the Interview, Clinical Diagnosis, and Developmental Assessment 144
Stages of the Interview 144
DSM-5 Diagnosis 144
Developmental Assessment 145
Goals and Treatment for Rachel 145
Summary and Personal Integration 146
Practical Reflection 6: Integration 147
Resource P: Microskills Hierarchy 147
Resource Q: Case Presentation Outline Guide 148

SECTION II: KNOWLEDGE NEEDED TO GROW: ISSUES IN PROFESSIONAL PRACTICE 151

6 Becoming a Culturally Competent Helping Professional: Appreciation of Diversity in Action 153
Overview 154
Goals 154
Key Concepts: A Continuum for Multicultural Development 155
Skin Temperature Control 155
Practical Reflection 1: Skin Temperature Control 157
Cross-cultural Dimensions in Counseling 157

The Multiplicity of Multicultural Understanding 158
The RESPECTFUL Cube: Individual Culture and the Ownership of Privilege 159
Practical Reflection 2: Examining Your Multicultural Self and Environment 161
Intersectionality Within the Cube 162
Privilege and Power 162
Practical Reflection 3: Privilege and You 163
You and Multicultural Competence 163
Practical Reflection 4: Examining Your Cultural Beliefs about Helping 164
Attitudes and Beliefs Guidelines 164
Knowledge Guidelines 165
Practical Reflection 5: Influential Experiences Impacting Your Cultural Identity 166
Practical Reflection 6: Stereotype Development 167
Skill Guidelines 167
Practical Reflection 7: Proactive Experiences in Multicultural Development 168
Models of Racial Identity Development 168
Practical Reflection 8: Racial Identity Development 170
An Example Approach for Enhancing Diversity Appreciation: A Diversity Simulation 170
Practical Reflection 9: The Albatross Simulation 172
Example Interview: The Case of Darryl 172
The Case of Darryl 173
The Case of Darryl: A Multicultural Perspective 178
Practical Reflection 10: Response to the Case of Darryl 178
Summary and Personal Integration 178
Practical Reflection 11: Integration 179
Resource R: Counseling Interview Rating Form 179
Resource S: Author's Quantification of CIRF Summarization and Processing Skills of the Case of Darryl 182
Resource T: The Case of Darryl with Skill Identification 186

7 Working with Ethics, Laws, and Professionalism: Best Practice Standards 193
Overview 194
Goals 194

Key Concepts: Standards of Care 194
Heart Rate Variability 196
Practical Reflection 1: Breathing Through Your Heart 197
Ethics and Ethical Behaviors 197
Practical Reflection 2: Ethical Behavior 199
Code of Ethics 199
Practical Reflection 3: Comprehending Your Profession's Code of Ethics 199
Case Notes, Record Keeping, and HIPAA Information 200
Practical Reflection 4: Writing Concise Case Notes Focusing on HIPAA Compliance 201
The Process of Referring Clients to Other Practitioners 202
Practical Reflection 5: The Referral Process 202
Utilizing Case Law 202
Confidentiality and Duty to Warn 203
Exceptions to Confidentiality 203
Privileged Communication 204
Practical Reflection 6: Understanding Case Law 205
Professionalism and Professional Behaviors 205
Practical Reflection 7: Recognizing Professional Behaviors 206
Professional Organizations 206
Ethical and Professional Behaviors: The Case of Darryl 207
Practical Reflection 8: Dilemmas in the Case of Darryl 207
Summary and Personal Integration 207
Practical Reflection 9: Integration 208
Resource U: Web Addresses for Professional Organizations and Codes of Ethics 208
Resource V: ACA Code of Ethics and Standards of Practice 209

8 Counseling Research Outcomes: Discovering What Works 211
Overview 212
Goals 212
Key Concepts: Practicing Evidence-based Counseling 212
Self-regulation Skills of Neurotherapy and Neurofeedback 212
Practical Reflection 1: Your Brain Wave Type 213
A Brief History of Counseling Effectiveness and Change 215
Types of Outcome Research 216
Practical Reflection 2: Beginning to Practice Outcome Research 217
Descriptive Research 217

Quantitative Designs 217
Program, Client, Counselor, and Supervision Evaluations 218
Meta-analysis 219
Qualitative Designs 220
Practical Reflection 3: Selecting the Most Efficient Research Type for You 221
Efficacy Research 221
Research Criteria for Clinical Efficacy Levels 222
Research Practitioner Models 223
Scientist/Practitioner Model 223
Practical Reflection 4: Clarifying Your Strengths and Liabilities 223
Teacher/Scholar Model 224
Practical Reflection 5: Choosing Your Best Fit Scholarly Function 225
Summary and Personal Integration 225
Practical Reflection 6: Integration 226
Resource W: Indirect Evidence: Methods for Evaluating the Presence of Nontherapy Explanations 226

9 Staying Well: Guidelines for Responsible Living 229
Overview 229
Goals 230
Key Concepts: A Balanced Lifestyle With Proportion, Not Equity 230
Harmonics 231
Practical Reflection 1: How Harmonics Influence You 233
Rules for Responsible Living 233
Practical Reflection 2: Clarifying Your Values 234
Practical Reflection 3: Assessing Your Locus of Control 235
Physical Health 236
Emotional Well-being 236
Intellectual Enrichment 236
Life Work Satisfaction 236
Social Effectiveness 237
Spiritual Awareness 237
Practical Reflection 4: Your Lifestyle Assessment Score 237
Practical Reflection 5: Wellness and You: Setting Personal Goals 239
Summary and Personal Integration 239
Practical Reflection 6: Integration 239
Resource X: Rotter's Locus of Control Scale 239
Resource Y: The Lifestyle Assessment Survey, Form C 243
Resource Y.1: Therapeutic Lifestyle Changes Inventory 246

10 Becoming a Professional Helper: Advocacy for Clients, Self, and the Profession 255
Overview 256
Goals 256
Key Concepts: Advocacy and Its Relationship to the Ten Essential Principles for Helping Professionals 256
Mindfulness 257
Practical Reflection 1: The Best Cookie Ever 258
Advocacy for the Client 258
Advocacy for Self 258
Advocacy for the Profession 259
Practical Reflection 2: Your Advocacy Efforts 260
Ten Essential Chapter Principles for Helping Professionals 260
1. Transferable Skills, Abilities, and Principles 260
Practical Reflection 3: Looking Back and Comparing Feelings 260
2. Creative Interchanges Through Core Interviewing Skills 261
3. The Path of Right Action 261
4. Flexibility in Growth 261
5. Telling the Entire Story 262
6. Universal Communication Skills 262
7. Risk Management and the World of Counseling 263
8. Evidence-based Best Practice 264
9. Helping Self and Others 264
Practical Reflection 4: Writing New Goals for Your Professional Life 265
10. Where Am I Now and Where Do I Need to Go? 265
Summary and Personal Integration 266
Practical Reflection 5: Integration and Lessons Learned 266
Resource Z: Chi Sigma Iota Advocacy Themes 266
Resource Z.1: Advocacy Competencies 267

Index of Names 271
Index of Subjects 273