Why Do You Need This New Edition?

- Updates every chapter with the latest research and ethical and theoretical writing from all of the major helping professions.
- Incorporates school counseling internships to a much greater degree than prior editions, including the ASCA ethics code and multiple articles from school counseling literature.
- Includes expanded discussion of competency-based education and evaluation in the context of supervision.
- Incorporates substantial updates and revision of multicultural discussion; includes expanded discussion of working with veterans and survivors of traumatic events caused by human actions or natural occurrences.
- Has updated and expanded coverage of technology in all aspects of clinical work and training, with special attention to social media, ethics, and personal safety.
The Internship, Practicum, and Field Placement Handbook

A Guide for the Helping Professions

Seventh Edition

Brian N. Baird
Brief Contents

PREFACE x
CHAPTER 1 Preparation 1
CHAPTER 2 Getting Started 12
CHAPTER 3 Internship Classes and Peer Groups 25
CHAPTER 4 Ethical and Legal Issues 33
CHAPTER 5 Supervision 68
CHAPTER 6 Working with Diversity 86
CHAPTER 7 Clinical Writing, Treatment Records, and Case Notes 95
CHAPTER 8 Stress and Self-Care 113
CHAPTER 9 Assault and Other Risks 136
CHAPTER 10 Closing Cases 150
CHAPTER 11 Finishing the Internship 160
CHAPTER 12 Frustrations, Lessons, Discoveries, and Joy 166
APPENDIX A Internship Selection Checklist 170
APPENDIX B Placement Information Form 174
APPENDIX C Internship Learning Agreement Record Form 176
APPENDIX D Intern Evaluation: Supervisor Form 179
APPENDIX E Intern Evaluation: Intern Form 185
APPENDIX F Emergency Contact and Procedures Information 191
APPENDIX G Ethical Guidelines 193
APPENDIX H Treatment Agreement and Informed Consent 195
APPENDIX I Supervisor Evaluation Form 198
APPENDIX J Clinical Activities Record Sheet 202
APPENDIX K Placement Evaluation Form 204
INDEX 209
Contents

PREFACE x

CHAPTER 1: PREPARATION 1
Theory into Practice 1
Terminology 1
Field Placements, Practicums, or Internships? 1
Supervisors and Instructors 2
Meeting with Your Instructor 2
Finding and Selecting a Placement 2
Instructors, Peers, and Campus Resources for Locating Internships 3
Community Resources 3
International Placements 3
Choosing a Placement 4
Supervision 4
Learning Opportunities 5
Treatment Approaches 5
Clients 5
Programs and Settings 5
Research Opportunities 5
Career Plans 6
Practical Issues: Location and Times 6
Competence and Safety 6
Preparing Your Internship Application 6
Letters of Application and Recommendation 7
Interviews 7
Internship Agreements 8
Institutional Agreements 8
Individual Internship Agreements 9
Evaluation 9
References 10

CHAPTER 2: GETTING STARTED 12
Anxiety and Excitement 12
First Impressions 12
Enthusiasm Meets Experience 13
The Role of the Intern 14
Work Near Your “Learning Edge” 14
The Role of the Professional 15
Joining Your Professional Association 15
Making the Most of Your Internship 16
Academia Meets the “Real World” 16
Take Responsibility for Learning 16
Remember That You Do Know Some Things 16
Get Help When You Need It 17
Meeting Clients 17
Age and Experience Issues with Clients and Supervisors 18
Time Limits 19
Fees for Service 20
Clinical and Ethical Issues Pertaining to Fees 20
Is Treatment Effective? 21
Evidence-Based Practice and Empirically Supported Treatments 21
Inoculation: What Not to Learn at an Internship 22
References 23
CHAPTER 3: INTERNSHIP CLASSES AND PEER GROUPS  25
Offering and Receiving Feedback with Peers  25
The Importance of Empathy  25
Receiving Feedback  26
Acknowledging Imperfection  26
Structured Class or Group Activities  27
Video or Audio Recordings of Sessions  28
Role-Plays  29
Introduction to Journal Work  30
A Record of Experiences, Reactions, and Thoughts  30
Reflection and Exploration  31
Noting Questions, Ideas, and Discoveries  31
Exercises from the Text  31
Portfolios  31
References  32

CHAPTER 4: ETHICAL AND LEGAL ISSUES  33
Ethical Guidelines of the Helping Professions  33
Specific Ethical Practice and Treatment Guidelines  34
Enforcement of Ethical Standards  35
Ethics, Laws, and Regulations  35
The Health Insurance Portability and Accountability Act (HIPAA)  35
Ethical Agreement Forms for Interns  36
Ethical Decision-Making and Ongoing Ethics Study and Training  36
Competence  37
Informed Consent  38
Confidentiality  40
Release of Information  41
Safeguarding Records and the HIPAA Security Standards  42
Sharing Information with Colleagues  42
Electronic Health Records  43
Inadvertent Confidentiality Violations  43
Effects of Confidentiality Violations  44
Exceptions to Confidentiality  44
Privileged Communication  44
Abuse  45
Suicide and Dangerousness to Self  45
Intent to Harm Others and the “Duty to Protect”  46
Legal Proceedings and Court Orders  47
Insurance Company Inquiries, Managed Care, and Ethical Practice  48
Ethical Dilemmas That Arise in Managed-Care Arrangements  48
Fee-for-Service Dilemmas  49
Confidentiality with Minors  49
Dual Relationships and Boundary Issues  50
Sexual Relationships with Clients  51
Maintaining Professional Boundaries and Dealing with Feelings of Attraction  51

CHAPTER 5: SUPERVISION  68
What Is Supervision?  68
Hopes and Fears of Interns  68
Hopes and Fears of Supervisors  69
Supervisor Liability Risks  69
Supervisor Preparation  69
Clarifying Expectations  70
Frequency and Timing of Supervision  70
What Happens in Supervision  71
Supervision as Teaching  71
Case Notes and Discussions  71
Empathy and Experiential Considerations in Case Discussions and Mistakes to Avoid  71
Video and Audio Recordings and Role-Plays  72
Live Supervision  72
Observing the Supervisor in Therapy  73
Remote Supervision: Internet, Telephone, and Other Technologies  73
Group Supervision  74
Theoretical Orientation  75
Supervision and Therapy: Differences and Similarities  76
Differences between Therapy and Supervision  76
Exploring the Needs and Personal Qualities of Interns  76
Resistance to Self-Awareness and Change  77
Transference and Countertransference  78
Suggested Guidelines for Therapy and Supervision  79
Conflict in Supervision  79
Frequency and Resolution of Conflicts  79
Guidelines for Dealing with Conflict  80
Competency-Based Training and Evaluation  81
Evaluation of Supervisors  82
Planning for Future Supervision  82
References  83

CHAPTER 6: WORKING WITH DIVERSITY  86
Background  86
Reasons for Diversity Training  86
Resistance to Diversity Training  87
Steps toward Working with Differences—Awareness, Knowledge, and Understanding of Self and Others 87
Self-Awareness: Knowing the Diversity within Us 88
Confronting Our Biases and Acknowledging Our Ignorance 89
The Historical Context Must Be Acknowledged 90
Terminology Matters 90
Strengths Must Be Recognized Along with Problems 91
Understanding Gender 91
Developing Culturally Sensitive and Relevant Skills 92
Cultural and Organizational Change 93
References 93

CHAPTER 7: CLINICAL WRITING, TREATMENT RECORDS, AND CASE NOTES 95
Writing Skills 95
Writing Can Be Learned 95
Focused Reading to Learn Writing 96
Practice and Feedback 96
Rewriting 97
Common Writing Problems 97
Caution: Tastes, Supervisors, and Instructors Vary 98
Keys to Good Writing 98
Simplify Your Writing but Not Your Clients 98
Omit Needless Words 99
Choose Words Carefully 100
Clarity 101
Know Your Audience 102
The Function and Maintenance of Records 102
What Goes into Records 103
What Stays out of Records 105
Protecting Clients 105
Protecting Yourself 105
Progress Notes and Psychotherapy Notes 106
Standard Formats 106
Progress Notes 106
Types of Progress Notes 106
Style of Progress Notes 107
Structured Note Formats 107
SOAP Notes 107
Description 108
Assessment 108
Response 108
Treatment Plan 108
Time-Sequenced Notes 109
Process Notes 109
Signing Notes 109
Dictation 110
Progress Notes and Supervision 110
Using Your Notes 110
Other Guidelines 111
References 111

CHAPTER 8: STRESS AND SELF-CARE 113
Client after Client, Day after Day 114
How Common Is Stress among Interns 114
Impaired Students 114
The Effects of Stress 115
The Effects on Close Relationships and Families 115
Physical Effects 116
Effects on Social Relationships 116
Secondary Trauma 117
Client Suicide 118
Natural Disasters, Terrorism, and War 118
Burnout 120
Symptoms of Burnout 120
Stages of Burnout 120
Causes of Burnout 120
Organizational Factors 121
The State of the World 121
Recognizing and Understanding Your Own Situation and Burnout 121
Burnout as a Coping Mechanism 122
Self-Care 122
Time Management 123
Saying No 124
Saying Yes 124
Closing Sessions 124
Cognitive Self-Care 125
Cognitions about Clients 125
Cognitions about Therapy 125
Cognitions about the World 126
Physical Self-Care 127
Physical Exercise 127
Massage 127
Monitoring Stresses in the Body 127
Healthy Eating and Habits 128
Emotional Self-Care 128
Self-Checks 129
Cleansing Rituals 129
Meditation and Prayer 129
Organizational Measures and Peer Support 130
Organization Factors and Structured Stress Management 130
Letting Off Steam 130
Multimodal Self-Care 130
Positive Effects on Therapists 132
Financial Self-Care 132
References 133

CHAPTER 9: ASSAULT AND OTHER RISKS 136
Risks of Assault 136
Inadequacy of Training 137
Coping with Aggression 137
Strange Behavior and Strange People Are Not Necessarily Dangerous 138
Understand Developmental Differences 138
Understand and Recognize Motivational Factors 138
Situational Factors and Violence 139
Similarities to Past Situations 140
Stress 140
CHAPTER 10: CLOSING CASES  150
Ethical Considerations and Closing Cases  150
Understanding Client Reactions  150
Understanding Intern Reactions to Termination  151
Common Problems in Termination  152
Toward Successful Termination or Transfer  152
Client Selection  153
Working with Supervisors to Prepare for Termination  153
When and How to Notify Clients  154
Issues to Address in Termination  154
Techniques for Termination  155
Transferring Clients to Other Therapists  155
Toward Effective Transfers  156
Good-Bye Means Good-Bye  156
Preparing Treatment or Discharge Summaries  157
References  158

CHAPTER 11: FINISHING THE INTERNSHIP  160
Concluding the Supervisory Relationship  160
Reviewing the Intern’s Progress and Areas for Further Growth  160
Feedback to Supervisors  161
Ending the Supervisory Relationship  161
Letters of Recommendation  162
Requesting Letters  162
Guidelines for Soliciting Letters  162
Procedures for Those Seeking Letters of Recommendation  162
Concluding Relationships with Staff  163
Letters of Thanks  163

APPENDIX A: INTERNSHIP SELECTION CHECKLIST  170
APPENDIX B: PLACEMENT INFORMATION FORM  174
APPENDIX C: INTERNSHIP LEARNING AGREEMENT RECORD FORM  176
APPENDIX D: INTERN EVALUATION: SUPERVISOR FORM  179
APPENDIX E: INTERN EVALUATION: INTERN FORM  185
APPENDIX F: EMERGENCY CONTACT AND PROCEDURES INFORMATION  191
APPENDIX G: ETHICAL GUIDELINES  193
APPENDIX H: TREATMENT AGREEMENT AND INFORMED CONSENT  195
APPENDIX I: SUPERVISOR EVALUATION FORM  198
APPENDIX J: CLINICAL ACTIVITIES RECORD SHEET  202
APPENDIX K: PLACEMENT EVALUATION FORM  204
INDEX  209
Preface

Professionals and students in the helping professions consider internships, practicums, and field placements among the most influential experiences of their careers. At the same time, however, students also report that their normal course work typically provides only indirect and, in many cases, insufficient preparation for their first “real-world” exposure. This book is designed to bridge the gap between academic course work and the knowledge, skills, and emotional challenges that are found beyond the classroom.

As a strong proponent of evidence-based practice and competency-based education, throughout this book I have drawn on the best and most current information available from psychology, social work, counseling, school counseling, psychiatry, and other helping professions. On the basis of this research and having worked with hundreds of students and trainees in beginning and advanced placements, my goal with every edition has been to write a book that will be valuable at many levels. Students in their first or second field experience will likely get the greatest benefit from this text, but even advanced graduate students and their instructors consistently tell me that they find the book covers key areas and material that might otherwise not be addressed in their training.

For this seventh edition, every chapter has been updated to reflect a thorough and comprehensive review of the latest research and clinical literature across all of the major helping professions. This edition also addresses the most recent ethical codes of the leading professions along with the latest legal and regulatory developments at federal and state levels. I have also continued to consult with numerous faculty and supervisors in each discipline and in various types of academic institutions and internship settings. Equally important, I have sought and received feedback from interns themselves about how to make the text the most meaningful and helpful to the most important people of all, those who are actually using it.

Based on feedback from students and faculty who use the text, several changes have been made since the sixth edition. Overall, the text is more streamlined to make chapters easier and quicker for students to read while still addressing the most important information. For prior users, the most immediately notable outcome of this is that material from Chapter 2 of the sixth edition has now been divided into two chapters, with the topic of classes and peer groups now occupying a new Chapter 3 in the seventh edition. As the result of this change, all subsequent numbers have increased by one, but the overall length of the text has actually been somewhat shortened. Prior users may also note that a number of references that had become somewhat dated have been removed and replaced by more current sources. This is not to say that all older references have been supplanted. In a number of cases, the original sources simply said what needed to be said in the best way possible and in ways that remain just as valid today.

Other changes in this edition include expanded discussion of the role of social media as a clinical, ethical, and personal safety issue for interns. So too, the topic of online service delivery and supervision also receives added attention as do issues such as treatment of veterans and disaster victims.

MAKING THE MOST OF THIS BOOK

OVERVIEW OF THE CONTENTS

A glance at the table of contents reveals that this text is organized along both chronologic and thematic lines. The chapters have been organized sequentially to anticipate the stages interns pass through and the understanding or skills that will be required in those stages. Initial chapters deal with selecting placements and supervisors, meeting staff and clients, peer groups and classes, and key ethical and legal issues. Middle chapters deal with supervision, working with individuals of diverse cultural and ethnic backgrounds, clinical writing, self-care, and personal safety. Discussions of termination, finishing the internship, and lessons learned conclude the book. Finally, appendices provide examples of forms useful for establishing learning plans, supervision agreements, ethical guidelines, evaluations, and other procedures.

Although the book is organized chronologically, an important difference between this text and others is that the material in this book is heavily “frontloaded.” Compared to courses in which you may read a chapter each week or so during a quarter or semester, with this book you may want to read much or all of the content during the first few weeks of your placement, then refer to specific chapters again as you proceed through the internship. For example, many students find it helpful to review the chapters dealing with clinical writing and case notes at the very start of their internships. It is also a good idea to give some
consideration to the chapters on personal safety issues and self-care at the outset of your experience rather than waiting until after some issue arises. Of course, some chapters, such as that on termination and ending the internship, can wait till later, but even these topics are good to consider at the beginning because understanding how to close cases and conclude a placement successfully can help you better prepare for these events ahead of time.

RESOURCES AND REFERENCES
A second difference between this book and other texts is its emphasis on practical skills and knowledge. In writing this book, I have tried to present information that will be immediately relevant to your internship and will be of practical use to you in the field. I recognize, however, that entire books have been written about the topics of each of the chapters. If you are interested in more detail about a topic, references are provided throughout the text, and I hope you will refer to these as you read and as you work at your internship. The practice of going beyond a textbook to pursue additional resources is an essential part of how professionals pursue topics of interest. Throughout your internship and your future study and training, make it a practice to not simply accept a single source of information but to seek different sources and learn from different perspectives both within your own discipline and across professions.

DOING THE EXERCISES
Part of the reason I enjoy working with interns is that I believe strongly in the value of experiential and discovery-based learning. Because internship training and clinical work involve a constant process of self-exploration and change, the textual material of each chapter is accompanied by self-exploration and experiential learning exercises. The more one works in this field, the more acutely one realizes the importance of self-examination and understanding. I encourage you to use these exercises and be open to the experiences.

If your goal is simply to get through the book or if you are pressed for time, you may be tempted to skim over an exercise or suggested activity. I hope you will resist that temptation and devote some time to the exercises. A given exercise may seem unnecessary to you, but you will not really know unless you test your knowledge. It is one thing to tell yourself that you already know something, but it is another matter to really explore and reflect on an issue in a structured, systematic way. In my experience as an instructor and supervisor, and in my own work as a practicing clinician, I am constantly surprised by how often I think I know something but then discover a completely new insight or understanding.

KEEP THIS BOOK
Some students indiscriminately sell their textbooks the minute a class is over. In this case, that would be a mistake. If you plan to go on to work or further study in the field, this book as well as your other basic textbooks should begin to make up the core of your professional library; you should have them handy as references for future classes and as you work in the field. The marginal return you might gain from a resale is far outweighed by the value of having your own resources to draw on and refer back to in the future. Developing a personal library is part of the process of becoming a professional, and you might as well begin that process with this book. If you do go on to work in the field or to future internships, you will have many occasions to refer back to the chapters on ethics, writing, supervision, diversity, stress, and other topics. Keep this book when the course is over and read it again in the future.

ACKNOWLEDGMENTS
This book reflects the influence and contributions of many people, and it would not be possible to list everyone to whom I owe a debt of thanks. Many of the following individuals, friends, and students in recent years, as well as my instructors, supervisors, and mentors during undergraduate, graduate, and postgraduate training have all shaped this book and its author. I am grateful for all the positive, and even some of what at the time seemed to be negative, experiences they have given me.

Among the individuals I want to thank directly, I begin with Andy Carey, who was instrumental in helping formulate the initial plan for this book and provided insightful comments and information throughout its development. Andy’s understanding of how students learn and the challenges they face as beginning counselors has been extremely valuable. I have great respect for his skills as a counselor and educator and am fortunate to consider him both a friend and colleague.

I am grateful for the support of Pacific Lutheran University (PLU), which granted me the sabbatical leave during which much of the writing of the book was completed. The input and support of my colleagues in the PLU Department of Psychology, especially that of Dana Anderson, Mike Brown, Jerry LeJeune, and Christine Moon, have been and are much appreciated.

In addition to the individuals acknowledged in prior editions, this seventh edition benefited significantly from the insightful reviews and many helpful suggestions provided by Robert Weis, Denison University; Joseph Bertinetti, University of Nebraska at Omaha; Susan Holbrook, Southern Illinois College; Sheryl Reminger, University of Illinois Springfield; Pamela Brouillard, Texas A&M Corpus Christi; Lisa Coyne; Ronnie Priest; Laura Roberts, Lehman College; and David Carter, University of Nebraska Omaha. I wish to thank the editorial staff of Pearson: Susan Hartman, executive editor; Reena Dalal, Editorial Project Manager and Mogana from Integra. I want to thank each of them for their time, professionalism, and abilities to be direct with criticism and constructive in their suggestions.

Thanks also to some of the many professors and mentors who helped me get into the field and learn some things along the way: Thomas Schenkenberg, Raymond Kesner, Don Strassberg, Dick Hemrick, Randy Linnel, B. J. Fitzgerald, Wilson Walthall, Richard Pasewark, Judith Olson, Max Rardin, Karen Nicholas, Helen Crawford, Leo Sprinkle, Steve Bieber, Geoff Bartol,
And most important of all, I want to thank my wife, Rachel Nugent, for her support, advice, friendship, and love through this project and so much more. I also thank our two young sons, William and Walter, for periodically running into the room and lighting up my spirit with their smiles and laughter.

Brian N. Baird