Midterm Reflection

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The process of internship can be regarded as an integrative process that enables the development of practitioners; since it helps counselors, such as myself, become aware of weaknesses and search for ways of enhancing them. In this reflective paper, the processes of internship supervision that lead towards the growth and development of the professional and personal selves of a counselor are examined.

**One Outstanding Experience**

During an informal check-in, my supervisor asked for my feedback about my experience so far. He or she prompted me to talk about my observations regarding the administrative process. In giving my answer I noticed a shift in her body language. I experienced my supervisor not being the most communicative individual from time to time but now, her non-verbal reaction was accompanied by what I interpreted as a stern posture. This made me aware of myself being eager and talkative. I shared several ideas to better her practice, increasing proficiency and prompting visibility in the community. I found myself using terms like “we” and “us”; much-like I was an equal part owner of her private practice. I was filled with embarrassment, as I admire her and want her to see me as capable. She did not say a word, nevertheless, I felt like I was scolded so I immediately apologized. Her response was gentle, and her smile was warm.

Before our weekly supervision, I spoke to my therapist about this experience to gain some insight into my attitude of self-questioning that followed. Within the safe environment of supervision, I had the opportunity to express all of my feelings connected to the exchange, my doubts, distress, and reflections. I presently feel resolved and confident in this learning experience as we discussed the power of silence. In the supervision process, a counselor, therefore, tries to find new and more appropriate ways of professional action and the possible consequences of different actions (Zorga, 2007). In that small space of silent time, I was allowed to expand my awareness of my behavior. I am grateful for the modeling of this skill and I plan on implementing more intentional silence as a therapeutic technique.

This experience for me, in part, defines the purpose of supervision and internship as I am not only growing professionally but I am achieving personal learning and development in the process. I became better aware of myself and gained an understanding of my actions.

**Action Plan**

**Positive Self-assessment**

* I demonstrated clinical decision-making good critical thinking skills (skeptical, collect data, discriminate facts from opinions, openness to alternative views and conflicting information.
* In remained present during most all session and use basic counselor skills in most-all sessions
* I sought to understand the mechanisms of behavior change and the ability to use this knowledge to assist clients.

**Areas for Growth**

* I found it difficult to adhere to a clinical session at the timeframe. I consider building rapport vs. the therapeutic structure.
* I present myself competent, but I often experience doubt when it comes to diagnosing.
* I do not have a solid grounding in most empirically supported interventions and the ability to appropriately apply them.
* Demonstrated inadequate self-care (accepting too many responsibilities).

**Modification**

* Start the session by remaining the client of the service delivery time. Point out clients that wait until the nearing of the end of the session to point to pressing matters.
* Challenge doubt and feeling of insecurity in personal therapy.
* Reading empirically supported interventions and discussing appropriate ways of applying them in supervision and during my internship course. I must become very skilled at learning because only in this way can I respond to changes swiftly and successfully.
* I believe remembering my role in the supervisor/ supervisee role is vital to maintaining successful self-care practice. [Also be real]

**Personal Counselor Identity**

Throughout my internship, I added to the formation of my counselor identity by reviewing my present and emerging values, attitudes, and actions championed by the profession. In addition to this reflection, I worked to integrate notable changes grounded in research newly discovered by me. Last month, I learned Berzonsky’s Identity style theory (1989) which offers a useful framework for identifying trainees’ different approaches to developing counselor identity. The more I learn and grow in this area; counselor identity is the more I feel a thirst for more knowledge. From Berzonsky’s Identity style theory, I gathered information about different approaches to forming a professional counselor identity, which can assist counselor educators and supervisors in tailoring interventions to particular trainees (Berzonsky, 1992b). This made me think of myself in an evaluative way. I identified with the informational style approach as it has the propensity to seek and evaluate information regarding identity decisions before making commitments (Berzonsky, 1989). According to Berzonsky, values favored by informational-oriented individuals include universalism, benevolence, and openness; manifesting in greater exploration and openness to new experiences (Berzsonsky, 1989; Sullivan, 1992). The use of an informational style is associated with higher emotional intelligence (Berzsonsky, 1989), self-actualization and self-transcendence, and personal wisdom which I am striving to grow into (Beaumont, 2009; Beaumont, 2011).

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