Wellness Workbook for Emerging Therapists

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Abstract

The purpose of this research was to create and present an Art Therapy Workbook for Emerging Therapists (see Appendix) informed by Adlerian Psychology and Sweeney and Myers’ (2005) Indivisible Self Wellness Model’s framework. The author created a workbook as a resource for graduate level students or recently graduated professionals to help aid in their journey of growing into a therapist. During internship training, students can experience high levels of stress that deplete physical and mental resources that negatively impact their wellness (Lenz & Smith, 2010). The paper includes a review of major Adlerian concepts that were presented in the workbook and how they relate to a therapists wellness. Further, it also examines the definition of Art Therapy and the benefits it can give emerging therapists. It also discusses the Indivisible Self Wellness Model’s structure in order to articulate whole-being wellness. Lastly, I review self-compassion as a tool for emerging therapists to use to better relate to themselves and their experiences during training. It concludes with integrating Adlerian Psychology, art therapy, self-compassion, and the wellness model in an explorative workbook for emerging therapists to utilize during counseling training.
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Wellness Model for Emerging Therapists: Wellness Workbook

Introduction

Going through the process of becoming a therapist is more than obtaining education and licensure requirements, it requires students to go where they will soon ask their clients to go. Becoming a therapist is a journey inward and learning to unravel all that has been passed down through generations, sift through experiences, and disentangle truth from falsehood. For example, Rummell (2015) found that counseling graduate students had higher levels of physical and mental health symptomology than the general public and medical students. According to Rummell's (2015) research 49% of 52 counseling graduate students had clinically significant anxiety symptoms and 39% had clinically significant depressive symptoms. Reviewing these statistics informs the need for counseling graduate students to have the support and resources as they unravel who they are. This process of becoming a therapist can deepen the understanding of self, others, and the world and provide the opportunity to reclaim a narrative, heal the brokenness, and find perfection in the imperfect. An emerging therapist can navigate through the demanding experiences of graduate school more effectively when they have higher levels of maturity and wellness, and lower levels of psychological disturbances (Lambie, Smith, & Ieva, 2009). In order for students to embark on their emerging therapist selves their well-being needs to be supported in a proactive way (Lambie et al., 2009). This paper is a literature review of strategies and techniques that emerging therapists can use throughout graduate and post-graduate education. A workbook will be created based on the information learned in the literature review. The workbook will be informed by the Indivisible Self Wellness Model (Myers & Sweeney, 2005) and incorporates Individual Psychology, Art Therapy, and self-compassion.
Alfred Adler and Individual Psychology

Alfred Adler influenced the idea of wellness in his Individual Psychology, a holistic model that stresses humanistic values (Foster, Steen, O’Ryan, & Nelson, 2016). Myers and Sweeney stated Individual Psychology emphasizes, "taking a positive view of humanity, holistic living, personal responsibility, social connectedness, and aspiring for human development" (as cited in Foster et al., 2016, p. 105). Within Individual Psychology, the individual’s feelings, beliefs, and behaviors toward a perceived goal that's constantly changing guides him or her through life (Mosak & Maniacci, 1999). The perceived goal, or fictional goal, "enables us to understand the hidden meaning behind the various separate acts and to see them as parts of a whole" (Ansbacher & Ansbacher, 1964, pp. 92-93). Individual Psychology defines an individual's movement through life as his or her lifestyle or style of living, which is learned in early childhood (Griffith & Powers, 2007). A person's style of living refers to how they act socially, how they view the self, others, and the world, and what their self-ideal is (Griffith & Powers, 2007). The way a person moves through life may impact their quality of life. Sweeney and Witmer (1991) identified the characteristics of what constitutes healthy living, quality of life, and longevity. Their wellness model is discussed later in this paper. Sweeney and Witmer (1991) organized the characteristics into the three major life tasks identified by Adler (work, friendship, and love) which later included two additional life tasks of self and spirituality (Myers & Sweeney, 2005). This paper will describe each life task and other Individual Psychology concepts that are applicable to the wellbeing of emerging therapists, which influenced the workbook. In the next section of this paper the Individual Psychology concepts of private logic and mistaken beliefs, safeguarding, and early recollections will be discussed. The concept of life tasks and social interest will be discussed in further detail later in the paper.
**Private Logic and Mistaken Beliefs**

According to Griffith and Powers (2007), private logic is a modified term from Adler's original term called "private intelligence" (p. 81). Private logic is defined by Oberst and Stewart (2003) as "hidden or unconscious reasons for feeling, thinking, and behaving as we do" (p. 25). This concept is different than common sense, which is "the most current beliefs, perceptions, interpretations in a specific society" (Oberst & Stewart, 2003, p. 25), whereas private logic is unique to each individual. An individual learns at a young age what he or she likes and dislikes and through his or her own interpretation develops strategies to move towards his or her desired outcomes, creating his or her lifestyle (Carlson & Maniaci, 2012).

According to Lingg and Kottman (1991) mistaken beliefs or basic mistakes are developed in childhood in order to fill the needs of belonging and significance. Additionally, "they are considered mistaken because they are the faulty conclusions drawn from a child’s perspective while the child is engaged in the struggle to establish a place in the world.” (Lingg & Kottman, 1991, p. 256). Mistaken beliefs are false and can interfere with healthy social and personal functioning (Lingg & Kottman, 1991). Dreikurs and Soltz (1992) concluded, "children are expert observers but make many mistakes in interpreting what they observe. They often draw wrong conclusions and choose mistaken ways in which to find their place" (p. 15). Based on this information, private logic and mistaken beliefs need to be addressed in emerging therapists in order to better understand themselves and how they have learned to obtain their goals to belong and be significant. The workbook will help address their lifestyle and how it may be influencing them as therapists in a useful or useless way.
Safeguarding

According to Clark and Butler (2012) safeguarding is “a passive or evasive approach to challenging experiences [enabling] an individual to avoid or minimize anticipated failure through a psychological protective device” (p. 136). Safeguarding exists when a discouraged person lives out a mistaken movement through thoughts, feelings, and actions when there is a perceived threat to his or her self-esteem (Griffith & Powers, 2007; Clark & Butler, 2012). There are four main types of safeguarding tendencies. The first is distancing complex where a person avoids challenges and problems through perceived obstacles (Clark, 2000). The second is hesitating attitude, which a person justifies inactivity and involvement with problems and blames others for hardships (Clark, 2000). The third is detouring around, meaning a person diverts his or her attention to prioritize matters that are secondary to the central problem (Clark, 2000). The last safeguarding tendency is narrowed path approach, defined as not completing tasks or making unnecessary commitments that delay the pursuit to solve the problem (Clark, 2000). The workbook will help emerging therapists better understand how safeguarding is represented personally. A way to move through the obstacles that are present in becoming a therapist is to authentically evaluate the ways one avoids challenges and problems (Hill, Sullivan, Knox, and Schlosser, 2007). For example, Hill, Sullivan, Knox, and Schlosser (2007) studied new therapist challenges. They found that the major challenges of emerging therapists were self-criticism, managing reactions to clients, learning and using helping skills, and session management (Hill et al., 2007). Once the emerging therapist has an awareness of his or her safeguards he or she may be able to begin to face fears more confidently and compassionately because "anything can also be different" (Oberst & Stewart, 2003, p. 23).
Early Recollections

Adler stated, “early recollections, whether real, altered, or imagined, expresses a person’s underlying goal and gives hints to central themes in a person’s life” (as cited in Strauch, 2007, p. 206). Griffith and Powers (2007) discussed that the historical validity of the memory is irrelevant to the purpose of the early recollection, therefore details of the memory are perceived but provide information of a person's current state. Early recollections may enable emerging therapists to attain a better understanding of their lifestyle and self-efficacy (Pomeroy & Clark, 2015). According to Pomeroy and Clark (2015) self-efficacy "involves the extent to which individuals feel capable of handling a challenging situation" (p. 27). Further, using early recollections to gain insight into a person's level of self-efficacy can reveal a person's wellness functioning, because there is a positive correlation between self-efficacy and wellness functioning (Pomeroy & Clark, 2015). For example, Pomeroy and Clark (2015) found positive correlations between self-efficacy and wellness functioning through two contrasting case studies when using early recollections. In the first case study they were able to recognize, in the early recollection, the client's ability to feel capable and able to face challenging situations with competency. In contrast, the second case study the client's early recollection showed he was incapable of handling and coping with stressful situations (Pomeroy & Clark, 2015). The use of early recollections has been demonstrated through practice to help emerging therapists recognize their level of self-efficacy and what state their well-being is in.

Wellness

“Wellness is a broad term used to capture the essence of individuals’ movement toward optimal health that includes the integration of one’s cognitive, emotional, physical, and spiritual dimensions” (Meany-Walen, Davis-Gage, & Lindo, 2016, p. 464). The idea of wellness may go
back 2,000 years ago with Greek philosopher Aristotle offering “a scientific explanation for health and illness and to define a model of good health in which one seeks for ‘nothing in excess’” (Myers & Sweeney, 2008, p. 482). Wellness maintained its presence in medicine through the World Health Organization’s (WHO) (as cited in Myers & Sweeney, 2008) defining health in 1947 as “physical, mental, and social well-being, not merely the absence of disease” (p. 482). Later, WHO (as cited in Myers & Sweeney, 2008) defined optimal health as “a state of complete physical, mental, and social well-being not merely the absence of disease of infirmity” (p. 482). WHO’s (as cited in Myers & Sweeney, 2008) definitions paved the way for others to contribute to wellness not only in the medical field but also psychology.

The American Counseling Association (ACA) values wellness of professional counselors stating, “optimum physical, intellectual, social, occupational, emotional, and spiritual development are worthy goals for all individuals within our society” (as cited in Jarnagin & Woodside, 2012, p. 1). Further, in the ACA Code of Ethics (2014) “counselors engage in self-care activities to maintain and prompt their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities” (p. 8). Myers and Sweeney (2008) discussed how professional counselors encourage wellness and a positive state by implementing interventions that focus on developmental level, preventative care, and enhancing wellness. Based on this information, promoting wellness in emerging therapist's graduate education may be an ethical responsibility as they learn to meet their professional responsibilities.

**Wellness and Emerging Therapists**

Promoting the wellbeing of emerging therapists is the purpose of the workbook because there is not enough resources for students to understand the totality of what is involved in moving from student to therapist. Lenz and Smith (2010) discussed how the frequent stress-
producing elements of therapy training could potentially deplete physical and mental resources, which negatively impacts an individual’s wellness. When the wellness of the emerging therapist is at risk there may be impairment in the effectiveness of therapy with clients (Roach & Young, 2007). These negative consequences support the importance of promoting and monitoring wellness. Everyone has a story and wounds that have impacted their lives. As emerging therapists go deeper into their narratives old wounds can resurface and be uncomfortable while sitting alongside clients during internship training. For example, Adams and Riggs (2008) found that students with personal trauma histories had a higher risk of experiencing vicarious trauma symptoms when working with trauma clients. Further, Adam and Riggs (2008) suggested that supervisors help supervisees process any countertransference that may develop in trauma work but also encourage professional counseling for students with old wounds. Understanding one's wounds and how they inform their identity may be less threatening when the individual has a healthy wellbeing and when their process is supported and/or guided by a counselor or trained supervisor.

Further, the aspect of the archetype, wounded healer, needs to be addressed in regard to wellness of the emerging therapist (Lyman, 2014). Farber, Manevich, Metzger, & Saypol (as cited in Lyman, 2014) described the wounded healer as "through personal suffering and internal conflict, the therapist becomes psychologically aware, and that that awareness enables him of her to understand and help others" (p. 732). Zerubavel and O’Dougherty Wright (2012) discussed that in a sense all therapists have woundedness and both healer and wounded are presented as a duality. This is demonstrated as the emerging therapist may have undergone personal therapeutic work before entering a counselor education program and his or her wounded healer is strengthened sitting alongside clients. The emerging therapist's wellness may impact whether the
woundedness is acting in service of healing or not for the client (Zerubavel & O'Dougherty, 2012). The self-awareness and exploration emerging therapists undergo during training may not only impact their personal wellbeing but also their clients’ wellbeing (Witmer & Young, 1996). A way to endure the journey in a positive way is to instill the practice of self-compassion.

**Self-Compassion**

Practicing self-compassion is important for emerging therapists as they begin the self-exploration process of becoming aware of their private logic, past wounds, and how to quiet the inner critic. The study of self-compassion has become a topic of discussion as research is showing its effectiveness in a person’s physical and psychological well-being (Hall, Row, Wuensch, & Godley, 2013; Raes, 2010; Umran, 2014). Leading self-compassion researcher Kristin Neff (2011) stated, “by giving ourselves unconditional kindness and comfort while embracing the human experience, difficult as it is, we avoid destructive patterns of fear, negativity, and isolation” (p. 12). The application of self-compassion brings a holistic view to the emerging therapist’s journey by keeping the self, community, and spiritual/mindful awareness a part of the process (Neff, 2011). Becoming a therapist is a journey going inward and finding the power of healing that resides within and self-compassion allows for that process to be gracious and gentle.

There are three aspects to practicing self-compassion that may positively impact an emerging therapist. The first is being kind and understanding to oneself when experiencing suffering and feelings of inadequacies (Neff, Rude, & Kirkpatrick, 2007). Neff et al. (2007) conducted a correlational study of 177 undergraduate students and found that those with higher levels of self-compassion were less anxious when describing their weaknesses. Overall, their study impacts the psychological strengths of undergraduate psychology students (Neff et al.,
An emerging therapist can learn to be kind to him or herself as they approach suffering and inadequacy within the training process. The second aspect that is beneficial for emerging therapists is common humanity, knowing they are not the only one experiencing the hardships that entail becoming a therapist. The last aspect is mindfulness, which "entails balanced awareness of one's emotions" and "the ability to face (rather than avoid) painful thoughts and feelings" (Neff et al., 2007, p. 909). When emerging therapists are met with heightened emotions and thoughts during training they can hold the experience in a balanced view rather than over-identifying with them like the undergraduate psychology students demonstrated (Neff et al., 2007). Self-compassion is important to emerging therapist's wellbeing as they can learn to be nurturing versus judgmental and critical, understand no one is perfect and everyone makes mistakes, and can be in the present-moment instead of ruminating on the past or future (Neff & Yarnell, 2013). Using art can assist with self-compassion and well-being in a safe and non-judgmental environment.

**Art Therapy**

To begin, there are two main philosophies within the Art Therapy community consisting of art as therapy and art in therapy. In contrast, art in therapy began with Margaret Naumberg, an art therapy pioneer in the 1940s that used art to accompany the psychotherapeutic experience (Vick, 2003). The use of art in therapy aids client’s communication and provides self-awareness and insight (Vick, 2003). Naumberg (as cited in Vick, 2003) described “client art as symbolic communication of unconscious material in a direct, uncensored, and concrete form” (p. 9). The other approach by Edith Kramer was art as therapy, which was to communicate that creativity itself is therapeutic (Vick, 2003). Participating in the art making process can be transformational when synthesizing emotional material into tangible images (Malchiodi, 2003b). In regards to the
workbook presented in this paper, both philosophies will be represented as emerging therapists can use art as a reflective tool to provide insight, as well as, a release of emotional tension.

The American Art Therapy Association (AATA; 2017) stated, "a goal of art therapy is to improve or restore a client's functioning and his or her sense of personal well-being" (para. 1). In the case of this paper the client is the emerging therapist who can benefit from the creative art therapy process in tandem with professional development. This must be done in a safe environment. Healthy organizations that promote wellness for counselors through their policies and procedures is important (Young & Lambie, 2007). According to AATA, art therapists must provide a safe environment in which to practice (AATA, 2013, p. 3). Young and Lambie (2007) proposed several suggestions that can be implemented for a healthy workplace that promotes employee wellness. The initiatives that could be put in place were removing meaningless paperwork tasks, develop a collaborative management style, improve teamwork, encourage supportive supervision, help counselors grow on the job, and improve environmental conditions (Young & Lambie, 2007). These suggestions support the safety and wellness of emerging therapists.

Moon (1994) stated, "it is imperative that art therapists be artists" (p. 24) as it may provide protection from burnout and promote wellness. Exploration of self is imperative for the emerging therapist's ability to best care for not only themselves but also their clients (McNiff, as cited in Levine, 2005). The journey emerging therapists undertake through self-exploration with creative processes ultimately results in change and significant shift in their personal lives (Levine, 2005). Levine (2005) described the journey of transformation from an untrained state to a trained state encompassing a moment of transition where the emerging therapist often reformulates his or her identity, exemplified as a rite of passage. Being creative has shown to
"produce positive physical changes in the body, enhance emotional resilience, and cope with life's difficult moments" (Malchiodi, 2003a, p. 20). For example, Eaton and Tieber (2017) found that after 30 minutes of coloring participants in their study had lower negative mood and lower anxiety. The healing qualities that art materials hold impacts the training that emerging therapists go through while in graduate school and internship experience. According to McNiff (2004), art materials have healing qualities as they create a voice for the unspeakable and act as the soul’s medicine releasing creative wisdom. For emerging therapists the act of creating can empower them to have a voice in how they share and respond to the successes and challenges of becoming a therapist (Moon, 2001). Creative wisdom is present in emerging therapists, because "by creating art [they] participate in the creation of [themselves]" (Moon, 2001, p. 37). The Indivisible Self Wellness Model can be used a tool to assist with the structure needed for this creation.

**Indivisible Self Wellness Model**

The Indivisible Self Wellness Model (Myers & Sweeney, 2005) is a wellness model that has a foundation rooted in Adlerian Psychology. It was derived from exploratory research of the original Wheel of Wellness model created by Sweeney and Witmer (1991). The Wheel of Wellness model depicted the five life tasks of Adlerian Psychology, work, friendship, and love, spirituality, and self-direction (Sweeney & Witmer, 1991; Hattie, Myers, & Sweeney, 2004). Adler believed that one’s striving to meet the life tasks posed challenges that we must overcome. At the center of the wheel is spirituality representing having a sense of meaning in life and religious or spiritual beliefs and practices (Myers & Sweeney, 2008). Protruding out from spirituality are the 12 components that represent the life task of self-direction: sense of worth, sense of control, realistic beliefs, emotional awareness and coping, sense of humor, nutrition,
exercise, self-care, stress management, gender identity, and cultural identity (Myers & Sweeney, 2008). The goal of these components is to help individuals direct themselves as they respond to the other Adlerian life tasks of work and leisure, friendship, and love (Myers & Sweeney, 2008). The fourth aspect of the model embodies the ecological element that individual’s wellness is affected by business, media, government, community, family, religion, and education (Myers & Sweeney, 2008). The last aspect of the model is the hypothesis that all the components interact with each other and if one aspect changes it contributes or causes change in other areas of the model (Myers & Sweeney, 2008). The IS-Wel was created by the results from a factor analysis on the Wheel of Wellness. One composite overall factor, Wellness, was placed at the center of the wheel in the new model (Hattie et al., 2004). Radiating from the center of the wheel is five second-order dimensions: Creative Self, Coping Self, Social Self, Essential Self, and Physical Self (Hattie et al., 2004). The 17 components within the Wheel of Wellness are still a part of the IS-Wel representing the third-order factors, such as sense of control, leisure, friendship, nutrition, sense of worth, etc. Similar to the Wheel of Wellness, the IS-Wel is ecological, impacted by the following four contexts: local, instructional, global, and chronometrical (Hattie et al., 2004). It “can help counseling clients to assess their wellness and consider behaviors and choices to increase their wellness in multiple areas” (Hattie et al., 2004, p. 485). Next is a description of the five second-order dimensions.

**Essential Self**

The essential self is connecting spirituality, self-care, gender identity, and cultural identity in order to provide meaning, purpose, and hopefulness toward life (Myers & Sweeney, 2005). According to Calicchia and Graham (2006) the counselor education graduate students that had higher levels of spiritual well-being and social support embodied lower levels of stress.
When emerging therapists connect to their spirituality and social networks they may move through the stressful journey of becoming a therapist with more ease. Further, gender and cultural identity influences how the self views experiences and creates meaning in relation to life, self, and others (Myers & Sweeney, 2005). In order to put wellness into practice the emerging therapist needs to engage in self-care activities that help balance personal and professional identities (Wolf, Thompson, Thompson, & Smith-Adcock, 2012). Without self-care activities the therapist may experience despair, hopelessness, and alienation from life's opportunities (Myers & Sweeney, 2005). Wolf et al. (2012) described the importance of counseling students to explore both external resources (exercise, art, and personal counseling) and internal resources (personal strengths). Tuning into the essential self may allow the emerging therapist to gain insight into the purpose and meaning of their professional journey.

**Creative Self**

Adler described the creative self as the way each individual uses their attributes to make a place among others in their social interactions (Myers & Sweeney, 2005). The creative self is made up of five components: thinking, emotions, control, positive humor, and work (Myers & Sweeney, 2005). Myers and Sweeney (2005) discussed how the thought processes of a person affect his or her emotions and control is the ability to influence his or her life. Further, positive humor has been known to increase physical and mental functioning and work is part of the human experience and can provide a fulfilling life (Myers & Sweeney, 2005). Wolf et al. (2012) stated that the emerging therapist can nurture his or her creative self by "embracing new course material, critically analyzing research reviews, incorporating knowledge and skills into practicum experiences, building rapport with clients through empathy, finding meaning in the profession, and being able to laugh at unexpected events" (p. 170).
Coping Self

The coping self "is composed of elements that regulate our responses to life events and provide a means for transcending their negative effects" (Myers & Sweeney, 2005, p. 274). The elements the creative self is composed of are realistic beliefs, stress management, self-worth, and leisure (Myers & Sweeney, 2005). Part of the coping self is to recognize the irrational beliefs that are causing frustration and disappointment and be able to manage the stress that is experienced (Myers & Sweeney, 2005, p. 274). Emerging therapists may be experiencing stress and disappointment in their life because of certain beliefs they have. For example, Misch (2000) discussed four mistaken beliefs beginning counselors have which are summarized as needing to know and understand everything, must say or do just the right thing, if the client does not improve therapist is not doing a good job, and the client's failure is a personal failure. These mistaken beliefs may be a few of the ones that emerging therapists hold but as they reevaluate them they may experience less stress and increase their self-worth. Finally, leisure is essential for continual development and "opens pathways to growth in both creative and spiritual dimensions" (Myers & Sweeney, 2005, p. 274). According to the ACA Code of Ethics (2014) it is imperative for counselors to maintain their wellness in order to refrain from impairment, which can harm clients. Wolf et al. (2012) even suggested having at least one leisure activity that is stress-reducing can be helpful.

Social Self

The social self includes two parts, friendship and love, that is based on a continuum and enhance the quality and length of one's life (Myers & Sweeney, 2005). Adler described the social self as social interest that is the main aspect of what influences a person's mental health (Carlson, Watts, & Maniacci, 2006). Adler described a healthy person that has high social interest is one
who helps others, looks outward instead of inward, and has concern for other's (Carlson et al., 2006). Wolf et al. (2012) described the importance of family, friends, and intimate relationships within an emerging therapists graduate program. However, even though these resources can be a source of strength, they can be a source of stress because they do not understand the level of introspection and personal demands counseling students go through (Wolf et al., 2012). Therefore, Wolf et al. (2012) encouraged counseling students be matched with a mentor within the counseling field to provide guidance on how to navigate through graduate school and encourage wellness practices. For example, Buyukgoze-Kavas, Taylor, Neimeyer, and Guneri (2010) found that overall those graduate counseling students that had higher levels of mentoring support had greater satisfaction and in some cases productivity throughout their program. Further, student and peer support can positively impact the incoming graduate students by providing additional support (Wolf et al., 2012).

**Physical Self**

The physical self consists of two aspects: nutrition and exercise, which involves regular physical activity and a balanced diet (Myers & Sweeney, 2005). Venart, Vassos, and Pitcher-Heft (2007) noted that "getting sufficient rest is critical component of self-care, for people are much more vulnerable to getting sick, making poor decisions, and reacting impulsively when fatigued" (p. 52). Further, it is important to understand how food impacts ones’ body in order to ensure food intake is producing sustained energy and alertness (Venart et al., 2007). There are many ways emerging therapists can care for their physical selves. Venart et al. (2007) suggested calming the body, grounding through the senses, and healing through movement and music.

Those that are not physically active and have a poor diet may be more susceptible to stress,
therefore emerging therapist who eat well and move their bodies may experience more peace as they go through their graduate counseling program.

**Conclusion**

The culminating workbook from this paper will incorporate and explore the rite of passage metaphor that Levine (2005) described, as well as be informed by the wellness model with the five-second order dimensions. Whether the emerging therapist has a clear vision of his or her journey or not, "there are often periods of chaos and uncertainty that emerge" (Levine, 2005, p. 174). During these periods of liminality the emerging therapist can use art as an opportunity to traverse through the formlessness of identity and disorientation until it begins to settle and take shape (Levine, 2005). Further, combining the theory of a wellness model alongside creative processes can bring insight to how the emerging therapist is moving through the chaos of uncertainty. The wellness of emerging therapists impacts the challenging journey of going from untrained to trained (Roach & Young, 2007). For instance, Lambie, Smith, and Ieva (2009) found that counseling students with higher levels of ego development had higher levels of total wellness, expressing greater scores on the wellness assessment (5F-Wel) that was designed to assess the IS-Wel (Lambie et al., 2009). The term ego development is derived from Loevinger's developmental theory, which is a holistic personality construct that encompasses cognitive, moral, self, interpersonal, and character development (as cited in Lambie et al., 2009). The more an emerging therapist grows in ego development the higher the level of wellness can be reached (Lambie et al., 2009).
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Appendix

Growing Into a Therapist

Art Therapy Workbook for Emerging Therapists
Introduction

There is a reason, a purpose for all things. Everything has meaning and we can choose to find the beauty in the brokenness. We all have stories of weeds, unattended plants, and crumbled walls. As emerging therapists we are choosing to take those areas and use them for good in our communities. We all have a healing journey that takes us through a process of growth, that journey consists of different parts that make up our well-being. There are two worksheets at the end of the workbook that you can use to help guide you through what you may need in regards to self-compassion and self-care. You can complete the worksheets once when you start the workbook and once when you finish the workbook to gain insight into how things may have changed or stayed the same. The workbook is informed by the Individual Psychology of Alfred Adler and includes opportunities for creating art through the reflection and integration of compassion and wellness.

The Parts of Ourselves

We have many parts of ourselves, parts we would like to forget and parts we would like to be strengthened. Our identity, however, resides in all of these parts of ourselves, whether we want to give voice to them or not. Part of becoming a therapist is to become more attuned with all the parts of ourselves, as they will show up whether we realize it or not when sitting across from clients. How do we honor those parts of ourselves that we keep in the shadows—that we consider weeds of the past? How do we honor those parts of ourselves that have been wounded and wilted? How do we honor the parts of ourselves that contain strength and resilience—that we view as flowers providing us joy? Many areas in our life are left in the dark, until you enter graduate level counseling training and parts of us come forward wanting light. We desire to be perfect, to not be thrown off course, to not allow for the rain and storms to derail us on our path.
However, the beautiful thing about bringing light to the shadows is being able to illuminate the wisdom they hold. The weeds of our past may hold pain and suffering, but they also hold insight into the resilience we have and can encourage others. As we uncover ourselves, take the veil of perfection off, and accept our imperfections, we can choose to use the brokenness of our lives to instill hope and joy in those walking the journey too.

**Wellness Model**

The Indivisible Self Wellness Model (Myers & Sweeney, 2005) is a wellness model that has a foundation rooted in Adlerian Psychology. It was derived from exploratory research of the original Wheel of Wellness model created by Sweeney and Witmer (1991). The Wheel of Wellness model depicted the five life tasks of Adlerian Psychology, work, friendship, and love, spirituality, and self-direction (Sweeney & Witmer, 1991; Hattie, Myers, & Sweeney, 2004). Adler believed that one’s striving to meet the life tasks posed challenges that we must overcome. At the center of the wheel is spirituality representing having a sense of meaning in life and religious or spiritual beliefs and practices (Myers & Sweeney, 2008). Protruding out from spirituality are the 12 components that represent the life task of self-direction: sense of worth, sense of control, realistic beliefs, emotional awareness and coping, sense of humor, nutrition, exercise, self-care, stress management, gender identity, and cultural identity (Myers & Sweeney, 2008). The goal of these components is to help individuals direct themselves as they respond to the other Adlerian life tasks of work and leisure, friendship, and love (Myers & Sweeney, 2008). The fourth aspect of the model embodies the ecological element that individual’s wellness is affected by business, media, government, community, family, religion, and education (Myers & Sweeney, 2008). The last aspect of the model is the hypothesis that all the components interact with each other and if one aspect changes it contributes or causes change in other areas of the
The following are descriptions of the five life tasks that will be incorporated into each activity in the workbook,

**Spiritual Self**

Our spiritual self is essential to help find that meaning and purpose of what we are doing. Our coping self carries us through the opposition and adversity of pursuing a purpose and dream. Our physical self sustains us when we treat it like a temple; honoring how it holds our purpose. Our creative self influences the way we think, feel, and move through the meaning of our life. And our social self creates a community of encouragement, significance, and belonging to share our purpose. Giving attention to all the parts of us; weeding out the past and allowing for the growth and healing process we can experience empowerment when we cultivate self-compassion and inner strengths. We can experience that healing can come from within, which we can then share with our clients. These four areas are further defined as follows.

**Essential Self**

The essential self is connecting spirituality, self-care, gender identity, and cultural identity in order to provide meaning, purpose, and hopefulness toward life (Myers & Sweeney, 2005). In order to put wellness into practice the emerging therapist needs to engage in self-care activities that help balance personal and professional identities (Wolf, Thompson, Thompson, & Smith-Adcock, 2012). Without self-care activities the therapist may experience despair, hopelessness, and alienation from life's opportunities (Myers & Sweeney, 2005). Wolf et al. (2012) describe the importance of counseling students to explore both external resources (exercise, art, and personal counseling) and internal resources (personal strengths). Tuning into the essential self may allow the emerging therapist to gain insight into the purpose and meaning of their professional journey.
Creative Self

Adler described the creative self as the way each individual uses their attributes to make a place among others in their social interactions (Myers & Sweeney, 2005). The creative self is made up of five components: thinking, emotions, control, positive humor, and work (Myers & Sweeney, 2005). Myers and Sweeney (2005) discussed how the thought processes of a person affect his or her emotions and control is the ability to influence his or her life. Further, positive humor has been known to increase physical and mental functioning and work is part of the human experience and can provide a fulfilling life (Myers & Sweeney, 2005).

Coping Self

The coping self "is composed of elements that regulate our responses to life events and provide a means for transcending their negative effects" (Myers & Sweeney, 2005, p. 274). The elements the coping self is composed of are realistic beliefs, stress management, self-worth, and leisure (Myers & Sweeney, 2005). Part of the coping self is to recognize the irrational beliefs that are causing frustration and disappointment and be able to manage the stress that is experienced (Myers & Sweeney, 2005, p. 274). Emerging therapists may be experiencing stress and disappointment in their life because of certain beliefs they have. Finally, leisure is essential for continual development and "opens pathways to growth in both creative and spiritual dimensions" (Myers & Sweeney, 2005, p. 274).

Social Self

The social self includes two parts, friendship and love, that is based on a continuum and enhance the quality and length of one's life (Myers & Sweeney, 2005). Adler described the social self as social interest that is the main aspect of what influences a person's mental health (Carlson, Watts, & Maniacci, 2006). Adler described a healthy person that has high social interest is one
who helps others, looks outward instead of inward, and has concern for other's (Carlson et al., 2006). Wolf et al. (2012) described the importance of family, friends, and intimate relationships within an emerging therapists graduate program. However, even though these resources can be a source of strength, they can be a source of stress because they do not understand the level of introspection and personal demands counseling students go through (Wolf et al., 2012). Therefore, Wolf et al. (2012) encouraged counseling students be matched with a mentor within the counseling field to provide guidance on how to navigate through graduate school and encourage wellness practices. Further, student and peer support can positively impact the incoming graduate students by providing additional support (Wolf et al., 2012).

**Physical Self**

The physical self consists of two aspects: nutrition and exercise, which involves regular physical activity and a balance diet (Myers & Sweeney, 2005). Venert, Vassos, and Pitcher-Heft (2007) noted that "getting sufficient rest is critical component of self-care, for people are much more vulnerable to getting sick, making poor decisions, and reacting impulsively when fatigued" (p. 52). Further, it is important to understand how food impacts one's body in order to ensure food intake is producing sustained energy and alertness (Venert et al., 2007). There are many ways emerging therapists can care for their physical selves. Venert et al. (2007) suggested calming the body, grounding through the senses, and healing through movement and music. Those that are not physically active and have a poor diet may be more susceptible to stress, therefore emerging therapist who eat well and move their bodies may experience more peace as they go through their graduate counseling program.
## Self-Care Ideas

### Essential Self:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Suggestions</th>
<th>Coping Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read religious texts</td>
<td>Spend time in nature</td>
<td>Celebrate your cultural identity</td>
</tr>
<tr>
<td>Find a spiritual mentor</td>
<td>Take a moment to let go</td>
<td>Meditate or Pray</td>
</tr>
<tr>
<td>Light a candle or incense</td>
<td>Write down 10 things your grateful for</td>
<td>Do something creative</td>
</tr>
<tr>
<td>Look through old photographs</td>
<td>Watch a TED talk about gender identity</td>
<td>Watch the sky</td>
</tr>
<tr>
<td></td>
<td>Create a vision board</td>
<td>Volunteer</td>
</tr>
<tr>
<td></td>
<td>Research your culture</td>
<td>Visit with family</td>
</tr>
</tbody>
</table>

### Creative Self:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Suggestions</th>
<th>Coping Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch a comedy</td>
<td>Make funny faces in the mirror</td>
<td>Organize your work desk</td>
</tr>
<tr>
<td>Wear clothes you like</td>
<td>Read a personal development book</td>
<td>Recite affirmations</td>
</tr>
<tr>
<td>Create a budget</td>
<td>Do one thing you keep putting off</td>
<td>Write down what your thinking and feeling</td>
</tr>
<tr>
<td>Take a social media break</td>
<td>Declutter your living space</td>
<td>Read something that makes you laugh</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Set goals</td>
</tr>
</tbody>
</table>

### Coping Self:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Suggestions</th>
<th>Coping Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diffuse aromatherapy</td>
<td>Spend time with a supportive person</td>
<td>Take yourself on a date</td>
</tr>
<tr>
<td>Say no to negativity and negative people</td>
<td>Be aware of internal dialogue</td>
<td>Take a bath</td>
</tr>
<tr>
<td>Give yourself a hug</td>
<td>Stop comparing yourself to others</td>
<td>Buy yourself flowers</td>
</tr>
<tr>
<td>Write yourself a love letter</td>
<td>Challenge irrational beliefs</td>
<td>Forgive someone</td>
</tr>
<tr>
<td></td>
<td>Unplug from technology</td>
<td>Ask for positive feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>See a therapist</td>
</tr>
</tbody>
</table>
### Social Self:

<table>
<thead>
<tr>
<th>Find a mentor</th>
<th>Call someone you love</th>
<th>Go to a coffee shop and talk to a stranger</th>
<th>Host people for dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a letter to a friend</td>
<td>Do random acts of kindness</td>
<td>Help someone with a task</td>
<td>Take a dog on a walk</td>
</tr>
<tr>
<td>Babysit a friend’s kid(s)</td>
<td>Play in a park</td>
<td>Join a team</td>
<td>Go on a date</td>
</tr>
<tr>
<td>Give a thoughtful gift</td>
<td>Make breakfast for partner</td>
<td>Have sex</td>
<td>Play board games</td>
</tr>
</tbody>
</table>

### Physical Self:

<table>
<thead>
<tr>
<th>Drink a glass of water</th>
<th>Do yoga</th>
<th>Go on a hike</th>
<th>Eat a clean meal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take a vitamin</td>
<td>Get a massage</td>
<td>See an acupuncturist</td>
<td>Dance</td>
</tr>
<tr>
<td>Go to bed early</td>
<td>Scream into a pillow</td>
<td>Make a garden</td>
<td>Limit caffeine and alcohol</td>
</tr>
<tr>
<td>Have a cup of tea</td>
<td>Eat a salad</td>
<td>Put on lotion</td>
<td>Create a daily routine</td>
</tr>
</tbody>
</table>
How to Use This Workbook

The workbook is divided into four areas:

I. Preparing the Ground
II. Weeding Out The Past
III. Regrowth
IV. Empowered Self

Within each of the four areas there will be activities that connect to the wellness model. Each activity will have four aspects to it consisting of a journal prompt, creative process, moment of reflection, and assessing your self-care needs (ideas presented on last page). There is no right or wrong way to do the activities, they are only suggestions to help inspire the creative process. You do not have to be an artist to participate in these directives but open to the idea that the creative process is a reflective process. And with any of the directives you can choose to follow it, but it is encouraged to listen to your intuition and go where you are being lead creatively. You can choose to use whatever materials you feel will portray your internal experience most authentically. Some of these materials can include colored pencils, markers, crayons. If you want to use more fluid art materials such as paint or clay be aware that these materials may increase anxiety and produce higher levels of emotion. Again, there is no one-way to move through this, honor yourself by allowing the experience to be about the process rather than the product.

You can go as deep as you would like with this workbook, but you have the choice to step back, reflect, contain, and take a break. There may be moments you are sifting through tough dirt and need extra support, and reaching out for professional counseling is encouraged
and supported. The more we, as therapists, understand the journey our clients go on when they come for healing, the more we can hold the space for them.
Part I: Preparing the Ground

As you begin this journey to go inward you will need to prepare yourself for what may come up. There will be many moments when you think and believe you cannot become a therapist. Whatever those thoughts and beliefs are, they will try to deter and distract you from the power you hold within. You hold a power that believes you can and will be a therapist, a therapist that will provide light in the darkness, relief to the suffering, and healing to the brokenness. You have a spirit of resilience and power that has and will continue to live in your strengths and self-compassion through being grounded and knowing hope. The following directives will guide you to prepare yourself for the work of going deeper within as you explore becoming your therapist self.

The Concepts Addressed In This Section

Wellness. You have a story and wounds that have impacted your life. As an emerging therapist sitting with clients, those old wounds or past traumas may resurface and be uncomfortable (Adams & Riggs, 2008). Wellness includes knowing your story and how to take care of yourself when old wounds reappear.

Self-Compassion. In order to comfort yourself through this journey you can learn to be gracious and gentle towards yourself. The application of self-compassion brings a holistic view to the emerging therapist’s journey by keeping the self, community, and spiritual/mindful awareness a part of the process (Neff, 2011).
Activity 1: Develop Being Grounded

**Focus:** Develop Being Grounded

**Purpose:** In order to dig deep within, you need to develop the ability to feel and be grounded. There will be moments of dysregulation and feeling uncomfortable as you face certain aspects of who you are and where you have come from. Sometimes anxiety and depression may be present which is normal and part of the process of you growing and challenging yourself to do what seems impossible. You may think you are the only one experiencing the difficulties of becoming a therapist, but many have gone before you, are walking alongside you, and will come after you. You have what it takes but you need to develop ways that will ground you as you move through the ambiguous journey.

**Journaling Prompt:** What does being grounded mean to you and how do you experience it?
Creative Response: Create an image that personally embodies being grounded.

Moment of Reflection: What is your image communicating to you?

What do the different aspects of you need:

Essential Self:

Creative Self:

Coping Self:

Social Self:

Physical Self:
Activity 2: Exploring Self-Compassion

**Focus:** Exploring Self-Compassion

**Purpose:** Moving into areas of suffering in your life will bring up uncomfortable feelings and challenging feelings to sit with. There are three components of self-compassion:

1. **Kindness** in the midst of our imperfections opposed to harsh judgment.
2. **Common humanity** of our experiences opposed to isolation from community.
3. **Mindful noticing** of our feelings and experiences opposed to avoidance or distancing from our feelings. (Neff, 2011).

**Journaling Prompt:** How can you be self-compassionate towards yourself as you go through your graduate counseling training?
Creative Response: Create an image that will remind you to be self-compassionate towards yourself.

Moment of Reflection: What is your image communicating to you?

What do the different aspects of you need:

Essential Self:

Creative Self:

Coping Self:

Social Self:

Physical Self:
Activity 3: Increasing Awareness of Strengths and Resources

Focus: Increasing Awareness of Strengths and Resources

Purpose: There will be moments where you will feel or think you are weak and cannot reframe negative thoughts or beliefs and one way to combat that is to become more strengths-based. You are an imperfect being and will have weaknesses but you have so many gifts and talents, strengths, and resources that can provide encouragement and resilience.

Journaling Prompt: What part of you is the most empowered, strength-based, and confident? Describe who that is and what it feels like both internally and externally move through life in that self.
Creative Response: Come up with a list of as many strengths and resources you have and assign a color to each one. Create an image that uses all those colors to symbolize your most confident and strong self.

Moment of Reflection: What is your image communicating to you?

What do the different aspects of you need:

Essential Self:

Creative Self:

Coping Self:

Social Self:

Physical Self:
Part II: Weeding Out The Past

You have a story, a story that influences how you live life, it may even have inspired you to go into the therapy profession. Part of entering into a graduate level counseling program is to gain self-awareness of what your story is and how it will influence you as a therapist. Many programs discuss topics of self-care and well-being but do not give you extended support on how to navigate the process of becoming self-aware. You may experience moments of anxiety, depression, and fear when you have to start your internship training and find yourself saying "I think I am going crazy", "something is wrong with me", "how can I help others when I feel my life is chaos", "I don't think I am good enough or competent enough..." etc. First and foremost, you are not crazy, you are good enough, and you are competent enough. You know more than you think you know. However, there may have been messages you learned growing up that trigger you to think a certain way that may not be useful to you. This part of the workbook will help you unveil those messages, the mistaken beliefs you learned and safeguarding tendencies you have developed to protect your identity. Safeguarding exists when a discouraged person lives out a mistaken movement through thoughts, feelings, and actions when there is a perceived threat to his or her self-esteem (Griffith & Powers, 2007; Clark & Butler, 2012). Gaining self-awareness is hard work, it is honestly, and authentically looking within to gain insight on why you do the things you do. It is what you will be asking clients to do and you will not be able to lead a client somewhere you have not gone yourself. Be gentle with yourself, know you are not the only one who has faced made the journey from student to therapist and trust in your resilience to create something beautiful out of the dirt in your life.
The Concepts Addressed In This Section

Adlerian Concept: Mistaken Beliefs. Mistaken beliefs or basic mistakes are developed in childhood in order to fill the needs of belonging and significance (Lingga & Kottman, 1991). As a child you developed faulty conclusions of your world in order to find your place and they need to be rewritten to not interfere with healthy social and personal functioning (Lingga & Kottman, 1991).

Adlerian Concept: Safeguarding. When challenges come up you have a way of safeguarding yourself, a way to minimize anticipated failure (Clark & Butler, 2012). Understanding how you protect yourself during a perceived threat will make you aware of when you feel discouraged (Clark & Butler, 2012).

Wellness. You may be a wounded healer, which is “through personal suffering and internal conflict, the therapist becomes psychologically aware, and that that awareness enables him of her to understand and help others” (Lyman, 2014, p. 732). In order to take care of others you need to continue taking care of yourself.
Activity 4: Voice of the Critic

Focus: Voice of The Critic

Purpose: There are times when you face challenges and a part of yourself will tell you all the lies you know in order to keep you from succeeding. The voice of the critic could represent many people in your life but it repeats messages that increase the fear of failure or making a mistake. Once you determine what mistaken messages (the weeds) you have received growing up you can choose to change them. Instead of saying "I cannot do this, because I am not smart enough and will make a mistake" you can say "I can do this because I know more than I think and I learn through making mistakes".

Journaling Prompt: What are the messages you heard as a child that influence your mistaken beliefs about yourself?
Creative Response: Part 1: Creatively portray the messages you heard as a child as weeds.

Part 2: Rip/cut/deconstruct the art product and recreate it representing the new message you want to hear.

Moment of Reflection: What is your image communicating to you?

What do the different aspects of you need:

Essential Self:

Creative Self:

Coping Self:

Social Self:

Physical Self:
Activity 5: Wall of Your Heart

**Focus:** Wall of Your Heart

**Purpose:** Throughout your life you have lived through many events that have caused both joy and pain. In order to protect yourself from painful events you have developed safeguarding tendencies, whether its blaming others, avoiding the problem, procrastinating, or taking detours, etc. You have a way to make a challenging circumstance disappear if you are listening to the inner critic. When you become aware of how you guard yourself, you can better recognize when it is happening and choose to challenge it. You may put off taking clients at your internship due to fear you will fail or make a mistake so you come up with excuses such as no one has taught me how, once I finish all my classes then I will be ready, or even changing internship sites. If you realize areas this is happening you can self-compassionately seek the wisdom in the circumstance and begin the growing pains.

**Journaling Prompt:** Gently go within and explore how you portray your defenses. How can you use this knowledge to be kind to yourself as you challenge them?
Creative Response: What does the wall of your heart look like creatively?

Moment of Reflection: What is your image communicating to you?

What do the different aspects of you need:

Essential Self:

Creative Self:

Coping Self:

Social Self:

Physical Self:
Activity 6: Woundedness

Focus: Woundedness

Purpose: There are aspects of you that have been wounded, parts that you want to keep hidden because of the suffering they hold. But those parts of you will pop up while in school, whether it's in a course, reading a textbook, or sitting with a client. Part of becoming a therapist is doing your own work, which includes processing your woundedness. You may feel like you have everything together but are hit with a reminder that some petals of you are wilted. You can learn to embrace your woundedness, find the wisdom and silver lining of it, and know you are not what has been done to you. Mindfully observing your old wounds, holding them in a kind and supportive voice can bring meaning and beauty to them.

Journaling Prompt: Think of the wounds you hold within, how do they feel, do they need to be tended to, how have they shown bravery, and what wisdom do they share?
Creative Response: If your woundedness was a garden what would it look like?

Moment of Reflection: What is your image communicating to you?

What do the different aspects of you need:

Essential Self:

Creative Self:

Coping Self:

Social Self:

Physical Self:
Part III: Regrowth

Having awareness of where you have come from helps you find freedom from the ways it bound you. You have the opportunity to reclaim your story and undergo a process of regrowth. At moments it may feel like you are going through a fire, getting burned to dust, but now you can rise and make beauty from the ashes. During this time of regrowth you will form new pathways that will make choosing the voice of truth easier over time. As you declare to think differently, to focus on reframing mistaken beliefs and negative messages you have the power to make anything different. There will be moments of pruning where you will be cutting out what is not useful or life-giving. Parts of you will be stripped away and even grafted to form new ways of thinking and believing that will bring restoration. Allow the pruning, grafting, and regrowth process to take its natural course, breathing through it, knowing in the end it will produce goodness. During this time, continue to be kind and tender towards yourself, knowing you are being revived into a stance where thriving exists.

The Concepts Addressed In This Section

**Self-Compassion.** Self-compassion is important to emerging therapist's wellbeing as they can learn to be nurturing versus judgmental and critical, understand no one is perfect and everyone makes mistakes, and can be in the present-moment instead of ruminating on the past or future (Neff & Yarnell, 2013).

**Adlerian Concept: Safeguarding.** In order to move through obstacles that are present in becoming a therapist you need to authentically evaluate the ways you avoid challenges and problems (Hill, Sullivan, Knox, and Schlosser, 2007).
Activity 7: Pruning to Allow Growth

Focus: Pruning to Allow Growth

Purpose: You have taken yourself through an authentic and courageous journey, to look deep within and find meaning and purpose to your life. You have acknowledged difficult parts of yourself, messages that may have caused you to feel stuck and chained. But the power your spirit holds can choose to prune those messages away, break the chains, and generate movement. You can learn to honor the pruning process as it will strengthen you, teach you perseverance, and develop empathy for others. Draw close to yourself, offering yourself a hug or place a hand on your heart telling yourself "may I accept myself and my imperfect story" and "may I choose to love all of me".

Journaling Prompt: How are you experiencing the process of pruning and refinement? What parts of you need to be heard and honored in order to be let go?
Creative Response: Create yourself as a plant or tree form that includes the areas you feel are being pruned or need to be pruned.

Moment of Reflection: What is your image communicating to you?

What do the different aspects of you need:

Essential Self:

Creative Self:

Coping Self:

Social Self:

Physical Self:
Activity 8: Grafting Into New Pathways

Focus: Grafting Into New Pathways

Purpose: You have been made aware of the parts of yourself that have needed to be pruned but there are also parts of yourself that need to be placed in an environment where growth can be supported. Grafting allows you to take parts of yourself and reestablish their roots and give them new life. For example, a part of you may be triggered when working with a client and you fear it will cause harm or hurt to the client. Once you understand the trigger or where it is rooted you can move it to a firmer foundation that allows it to grow into strength. Part of your suffering will come up with clients; it will feel as if you are experiencing it again. Your suffering produces perseverance and hope, which can be used in the therapeutic setting, helping clients move broken branches into nurturing and supportive environments.

Journaling Prompt: What areas of your life have been grafted? How have you used your suffering to move towards perseverance and hope? Are there still areas in you that need to be grafted?
Creative Response: Looking at your previous art product, zoom into an aspect you feel has been grafted or needs to be grafted. Create an image symbolizing that process and how you experience it.

Moment of Reflection: What is your image communicating to you?

What do the different aspects of you need:

Essential Self:

Creative Self:

Coping Self:

Social Self:

Physical Self:
Activity 8: Surrendering to Regrowth

**Focus:** Surrendering to Regrowth

**Purpose:** Opening your self up to be weeded, pruned, grafted, and replanted is hard work. The growth process can be exhausting, overwhelming, and defeating at times, but at some point you surrender to trust in the process. You begin to see the seeds sprout as you walk in your strength-based, competent, and fearless self, realizing slowly the work of going inward is rewarding. However, there are weeds that sneak up from time to time and you have to intentionally pull them and surrender to your changing self. The process of healing and growing won't be perfect, you will make mistakes and fail, but you will be able to be kind and gracious to yourself, understanding it is a human experience. So continue to be patient, trusting that your current circumstances do not have to determine your level of joy.

**Journaling Prompt:** What does it mean to surrender? How can you cultivate a stance of peace and joy during difficult circumstances? Is there something greater than yourself that holds you and carries you?
Creative Response: Create a container that holds your surrendering spirit and aids as a reminder to seek peace and joy.

Moment of Reflection: What is your image communicating to you?

What do the different aspects of you need:

Essential Self:

Creative Self:

Coping Self:

Social Self:

Physical Self:
Part IV: Empowered Self

Take a moment to be still, maybe find a place to sit that is quiet, free from distractions. Use this moment to sit with your empowered self, honoring how you have moved through the darkest parts of you, filling them with light, cultivating bravery and courage. With each breath you take, inhale compassion and love for yourself and exhale compassion and love for others. Beneath all the dirt, among all the weeds and brush, your heart has unraveled, its roots revitalized in healing soil, ready to embrace gratitude towards your story. Your story embodies hope and is a testament to facing fears despite adversity. In this moment begin to find how your greatest suffering can be your greatest purpose. Celebrate; enjoy who you are, imperfections and all, because you can make a positive impact in the lives of others who seek healing. Give yourself permission to feel worthy. Give yourself permission to be enough. Give yourself permission to feel loved. Take this last moment to grasp the idea that you are a therapist, you were made for it, and you belong.

The Concepts Addressed In This Section

Wellness. You will learn to be in balance with both your wounded and healer self (Zerubavel & O’Doughtery Wright, 2012).

Adlerian Concept: Movement Through Life. Your feelings, beliefs, and behaviors toward a perceived goal (becoming a therapist) are constantly changing and they guide you through life (Mosak & Maniaci, 1999).

Self-Compassion. Part of self-compassion is being able to tell yourself you are enough and you are doing the best you can (Neff, 2013). You can grow the skill of speaking kindly to yourself through the process of becoming a therapist.
Activity 9: Garden of Gratitude and Joy

**Focus:** Garden of Gratitude and Joy

**Purpose:** You have faced some parts of you that hold both suffering and joy. You have learned to let go of old messages, rebuild defenses, embrace your brokenness, and cultivate hope. Now you can start to focus your attention on what you are grateful for and how your story has been rewritten. You have allowed your life to receive new growth opportunities in order to strengthen who you are as a therapist. As you continue to learn that the future cannot be predicted and the ambiguity of therapy won't go away, cultivate moments of gratitude and joy. You may experience an enlivened spirit as you bring your awareness to what brings you joy. These moments can be stored away to empower you as you keep growing.

**Journaling Prompt:** Make a list of things you are grateful for, as you have taken this journey of becoming a therapist. Include a list of things that have brought you joy or bring you joy currently.
**Creative Response:** With your lists creatively portray it as a garden.

**Moment of Reflection:** What is your image communicating to you?

What do the different aspects of you need:

**Essential Self:**

**Creative Self:**

**Coping Self:**

**Social Self:**

**Physical Self:**
Activity 10: Greatest Purpose

Focus: Greatest Purpose

Purpose: Through this process you have probably started to recognize how your suffering has produced a purpose in your life. The things you are most moved by and passionate about are probably areas you want to focus in. There may be certain populations or issues clients have that you are drawn to because of your own healing journey. There is a purpose for your life and there is meaning in what you do.

Journaling Prompt: What are the things that move you the most that call for your advocacy?
Creative Response: Creatively explore how your greatest suffering informs purpose and meaning in your life.

Moment of Reflection: What is your image communicating to you?

What do the different aspects of you need:

Essential Self:

Creative Self:

Coping Self:

Social Self:

Physical Self:
Activity 11: Self as Therapist

Focus: Self as Therapist

Purpose: You have come to the final focus, which is yourself as a therapist. Accumulating all that you have done in this workbook, you will begin to process who you are as a therapist. During this journey you have gained insight and wisdom into many areas of your life, as well as, addressing your well-being through different moments of self-care. You may have not known who you were as a therapist or thought you could ever be a therapist when you started this process. But I give you permission to call yourself a therapist and to really believe in that truth. You have done a lot of hard work to be where you are so embrace and be proud of this new part of yourself.

Journaling Prompt: How would you describe your therapist self? What are your strengths and areas of growth? How do you view your role as a therapist?
Creative Response: Make an image that symbolizes or represents you as a therapist.

Moment of Reflection: What is your image communicating to you?

What do the different aspects of you need:

Essential Self:

Creative Self:

Coping Self:

Social Self:

Physical Self:
References


**Self-Compassion Worksheet**

For each component rate how you might fall on the continuum of self-compassion, with 1 being low compassion and 5 being high compassion.

The purpose of this worksheet is to help guide you on what areas you may want to improve. You can use this worksheet to gain insight on why you scored higher or lower on certain items.

<table>
<thead>
<tr>
<th>Component</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tr>
<td>Being gentle towards yourself when you make a mistake</td>
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<td>Sitting with difficult feelings nonjudgmentally</td>
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<td>Speaking kindly to yourself when hearing feedback</td>
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<td>Tolerant of imperfections and inadequacies in self</td>
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<tr>
<td>Recognize you are not alone in your suffering</td>
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<tr>
<td>Able to care for yourself during emotional pain</td>
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<td>Acknowledge destructive patterns in self with empathy</td>
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<td>Ability to face difficult thoughts and feelings</td>
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What area did you score the lowest and want to improve?

What area did you score the highest and want to maintain?

Adapted from: Neff, K. D. (2003). Development and validation of a scale to measure self-compassion. *Self and Identity, 2*
Self-Care Worksheet

Fill out this worksheet to the best of your ability to gain insight into the areas of wellness and self-care that you are gaining strength in, as well as the areas that could use growth. At the end of the worksheet you will be able to choose one area from each task to improve in.

In terms of frequency rate each item below from 1 to 5 (1=never thought about it, 2=never, 3=rarely, 4=occasionally, 5=frequently).

**Physical Self-Care**

___ Eat a clean meal
___ Drink enough water
___ Exercise
___ Get a Massage
___ Get medical care when needed
___ See a holistic doctor
___ Take vitamins
___ Get enough sleep
___ Limit caffeine and alcohol
___ Do yoga
___ Create a daily routine
___ Dance, hike, walk, run, sing, or do a fun activity
___ Take a day off from work
___ Take a vacation
___ Eat three meals a day and snacks in between
___ Other:

**Social Self-Care**

___ Write a letter to a friend
___ Give a thoughtful gift
___ Meet with a mentor
___ Do random acts of kindness
___ Host people for dinner
___ Talk to a stranger
___ Have sex
___ Go on a date
___ Take time to chat with co-workers
___ Set limits with clients and colleagues
___ Get regular supervision or consultation
___ Have a peer support group
___ Spend time with children
___ Stand up for a cause you care about
___ Take a dog on a walk
___ Other:

**Coping Self-Care**

___ Diffuse aromatherapy
___ Give yourself a hug
___ See a therapist
___ Unplug from technology
___ Take yourself on a date
___ Challenge irrational beliefs
___ Say no to negativity and negative people
___ Write yourself a love letter
___ Ask for positive feedback
___ Take a bath
___ Re-read favorite books
___ Give yourself affirmations
___ Allow yourself to cry
___ Write in a journal
___ Practice receiving from others
___ Other:

**Creative Self-Care**

___ Watch funny movies or shows
___ Make quiet time to complete tasks
___ Organize your work desk, create a comfortable work space
___ Delete old emails
___ Read books on personal development
___ Not comparing yourself to others
___ Create a budget
___ Wear clothes you like
___ Make funny faces in the mirror
___ Set goals
___ Write down what you are thinking and feelings
___ Notice your inner experience
___ Say “no” to extra responsibilities
___ Declutter your living space
___ Take as social media break
___ Other:

**Essential Self-Care**

___ Read religious texts
___ Light a candle or incense
___ Spend time in nature
___ Be creative
___ Meditate or pray
___ Visit with family
___ Volunteer
___ Spend time with a spiritual mentor
___ Make time for reflection
___ Be open to not knowing
___ Identify what is meaningful to you
___ Find a spiritual community
___ Create a vision board
___ Watch the sky
___ Find gratitude everyday
___ Other:

**Overall Self-Care**

___ Have balance in your work-life and work-day
___ Have balance in work, friendship, love, spirituality, and self-direction