

Assignment 2.2: Artifacts Pertinent to Professional Practice for Cristina Pearse

ITEM TITLE/SOURCE	RATIONALE
<p>Comprehensive Clinical Resource & Bibliotherapy Library (Including foundational texts such as <i>The Body Keeps the Score</i> by Bessel van der Kolk, <i>Trauma and Recovery</i> by Judith Herman, <i>The Deepest Well</i> by Nadine Burke Harris, <i>No Bad Parts</i> by Richard C. Schwartz, and <i>Healing Trauma</i> by Peter A. Levine), literature on multicultural counseling and theoretical interventions; and critical practice protocols including ASIST suicide prevention, ACA ethical guidelines, and state-specific mandatory reporting laws).</p>	<p>This multifaceted toolkit serves two critical functions for my daily practice: client empowerment and ethical clinical governance. First, as a bibliotherapy resource, having these foundational texts on hand allows me to provide accessible, destigmatizing psychoeducation to clients regarding the neurobiology of trauma, validating their lived experiences and offering concrete discussion points. Second, maintaining immediate access to multicultural frameworks and strict risk-management tools (such as ASIST and mandatory reporting guidelines) ensures that my practice consistently aligns with the highest ethical, legal, and culturally responsive standards.</p>
<p>Interactive Client & Somatic Toolkits (Includes value card decks, parts work cards, somatic tools like sensory stickers and objects, and expressive art supplies).</p>	<p>To provide practical, tactile resources that help clients move out of dysregulated states of hyperarousal or dissociation and back into a window of tolerance. These somatic and expressive tools facilitate sensory grounding, support non-verbal emotional exploration, and assist clients in identifying core values when traditional talk therapy alone is insufficient.</p>
<p>Digital Clinical Worksheets and Intervention Aids (Curated resources from online portals like TherapistAid.com).</p>	<p>To maintain a dynamic, easily accessible toolbox of structured interventions for use both in-session and as client homework. Having reliable worksheets for basic safety planning, mindfulness, ACT, and DBT interventions, parts work, and narrative therapy ensures I can quickly tailor evidence-based practices to individual client needs and support their ongoing nervous system regulation outside the therapy room.</p>
<p>Academic and Professional Credentials (CMHC Graduate Diploma, WFU; MBA, Regis University; BA in Organizational Development, Regis University).</p>	<p>To provide tangible proof of my comprehensive clinical, technical, and executive systems-engineering education. Displaying these credentials establishes professional trust and competence from the first session, demonstrating my unique ability to support clients through a blend of advanced clinical training and macro-systems life experience.</p>
<p>Inspirational Clinical Anchor: “Ode to an Intern Who Absolutely Crushed It” (Framed artwork and farewell gift from my Internship I and II site supervisor and clinical team).</p>	<p>To serve as a daily touchstone and inspirational anchor in my professional workspace. This artifact reminds me of the profound therapeutic alliances built during my clinical training. It serves as a constant, visual reminder of the importance of entering the therapy room with curiosity, compassion, and the fundamental desire to safely bear witness to my clients’ healing journeys.</p>