

| Keep — one-page takeaway

What this course is, and is not

- Grounded in an IPA study of fifteen adult adoptees in same-race domestic US adoptions. The Adoptee Lifespan Framework is built from it. A real base, and a narrow one.
- It reaches past that base, especially in Chapter 6. Those populations weren't in the study, and the orientation there is partial.
- One framework among several. Read across Brodzinsky (stress and coping), Grotevant (communicative openness), Pavao (normative crises).
- Not a credential, and it shouldn't be presented as one. Formal programs (C.A.S.E.'s TAC, the Hogue Center, others) involve substantially more hours, supervised practice, and assessment.
- The competency framing itself is contested. Encompass Adoptees argues for continual learning instead, and the critique is substantive: the word implies a completion this work doesn't have.

Supervision and consultation

- Adoption-competent supervision is scarce; the training gap this course addresses operates at the supervisor level too. You may not find one locally.
- C.A.S.E. runs TAC and maintains a directory of clinicians who completed it; some offer consultation to other practitioners.
- Adoptee-clinician directories (e.g. Beyond Words Psychological Services) list clinicians who identify as adoptees and may consult.
- Adoption-specialty practices offer consultation to outside clinicians, including Pavao's Center for Family Connections.
- One-off consultation is appropriate and often most practical: a first transracial adoptee client, a placement-era discovery, a late discovery, a complex reunion.
- Peer learning is often more available and more sustainable than formal supervision: case consultation groups, peer relationships, listservs, adoption-focused CE.

Adoptee community, with boundaries

- Adoptee communities are communities for adoptees, not clinical training spaces. Clinicians who are adoptees may participate as members.
- Non-adoptee clinicians stay connected to adoptee voice by reading adoptee-led publications, listening to adoptee podcasts, and following adoptee scholarship, rather than by joining those spaces.

Where to keep learning

- Scholars publishing now: Susan Branco, Amanda Baden, JaeRan Kim, Kimberly McKee, Angela Tucker, Phebe Brako, and others addressed across the modules.
- Books: Tucker, "You Should Be Grateful"; McKee, "Disrupting Kinship"; Pavao, "The Family of Adoption"; the "Adoption Therapy" anthology edited by Laura Dennis as a single starting reference.
- Adoptee-led publications: Severance Magazine (adoptee, NPE, and donor-conceived voices), Lavender Reads, the Lost Daughters blog, Bastard Nation on records reform.
- Podcasts: The Adopted, Adoptees On, and Family Secrets for NPE and late discovery material.
- Organizations: American Adoption Congress, NACAC, C.A.S.E., the Donaldson Adoption Institute, and state-level groups. They vary in orientation, from practice to policy to reform.

Your practice plan

- Name the reflex most likely to get in your way (gratitude, reunion, time-as-healer, the pull to fix). You have at least one.
- Write what you'll do when you notice it in session, in words you'd actually use.
- Pick one adoptee-authored source to read next, and one person you could call for consultation.

Continued considerations

- What will tell you, two years from now, that you've stopped learning this?
- Who supervises your adoption work, and if the answer is nobody, what's your plan?
- Sit with this: the skills were half of it. What are you going to do about the other half, which is you?