Critical Incidents in Counselor Education
Teaching, Supervision, Scholarship, Leadership, and Advocacy

edited by
Jacqueline M. Swank and Casey A. Barrio Minton

American Counseling Association
2461 Eisenhower Avenue
Alexandria, VA 22331
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Dedication

To current and future counselor educators and to counseling supervisors, scholars, leaders, and advocates who continuously navigate ethical and professional dilemmas to enhance the counseling profession and those we serve.

To God for his continued blessings; my family and friends for their unending encouragement and support; and my mentors, students, and colleagues, who help me continually grow both professionally and personally.

—Jacqueline M. Swank

To the mentors and students who have made me a stronger teacher and leader.

—Casey A. Barrio Minton
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Preface

Counselor educators have multiple roles and responsibilities as teachers, supervisors, scholars, leaders, and advocates for the counseling profession. Doctoral programs in counselor education and supervision have the challenging task of preparing students to embrace each of these roles with all their complexities. Despite rigorous instruction and experiential learning opportunities, counselor educators and supervisors, especially those new to their roles, often struggle with complex situations that they feel unprepared to address.

The challenging, complex critical incidents counselor educators navigate within their multiple roles become learning opportunities for growth and development. As we have trained and mentored counselor education doctoral students and new counselor educators, as well as reflected on our own experiences as counselor educators, we have been reminded of the similarities in the challenging situations we have experienced. Learning from others’ experiences may help aspiring and new counselor educators and supervisors avoid pitfalls in addressing similar situations. Thus, we designed this book to help you navigate critical incidents commonly experienced in counselor education and supervision. The cases are largely fictitious or composites, but the situations are real and are experienced by counselor educators frequently in their work settings.

This book focuses on critical incidents experienced by counselor educators across four unique areas in which they must develop specialty skills: (a) teaching, (b) supervision, (c) research and scholarship, and (d) leadership and advocacy. Within each chapter, experts in counselor education identify key issues relevant to the case; analyze the critical incident with overt attention to the ACA Code of Ethics (American Counseling Association, 2014), existing literature, and diversity and inclusion; and discuss actions and outcomes. Experts also provide a response for each chapter that focuses on reinforcing decisions made, introducing additional literature, and providing contrasting opinions.

The first part is focused on teaching and includes 13 chapters within three sections: (a) student engagement and dispositions, (b) dynamics related to diversity and inclusion, and (c) instructor preparedness. The second part is related to supervision and encompasses nine chapters within three sections: (a) supervisee dispositions
and behaviors, (b) issues with site supervisors, and (c) doctoral student supervisors. The third part pertains to research and scholarship and includes nine chapters within three sections: (a) collaboration and authorship, (b) client interest and well-being, and (c) the publication process. The final part focuses on leadership and advocacy and includes nine chapters within three sections: (a) professional organization leadership, (b) leadership and advocacy in the local community, and (c) diversity and inclusion within counselor education programs.

We expect you will find the stories and analyses helpful in multiple ways. Counselor educators may use this book throughout the doctoral curriculum in courses focused on each of the four domains as well as in more general professional orientation and ethics courses or internships. This will provide an opportunity to facilitate exploration of critical issues commonly experienced in counselor education and supervision. These conversations may help students develop an understanding of the complexities of the roles of counselor educators and supervisors. We expect counselor educators and supervisors will see themselves in many of the stories, perhaps using the book to explore multiple perspectives on common critical incidents they find themselves navigating.

The authors address challenges and opportunities counselor educators must navigate on an ongoing basis. The book also focuses on integrating multicultural and social justice issues through the inclusion of diverse counselor educators as authors, the inclusion of diverse individuals within the scenarios, and overt discussion of cultural dynamics and considerations across topics and issues. This book supplements existing textbooks within each of the four domains by focusing on real-world application of theories, concepts, and techniques. In sum, we believe you will find the book beneficial for preparing counselor education doctoral students and fostering the further growth and development of practicing counselor educators and supervisors.
Acknowledgments

A special thanks to the 61 authors who contributed to this text and to the mentors, counselor educators, teachers, supervisors, scholars, leaders, advocates, students, and clients who inspired this book and the case studies within it.
About the Editors

Jacqueline M. Swank, PhD, LMHC, LCSW, RPT-S, is an associate professor of counselor education at the University of Florida. She has extensive experience working with children and adolescents and their families in various counseling settings, including outpatient, day treatment, inpatient, and residential treatment facilities, and has worked clinically in both the United States and England. Her research interests focus on the holistic growth and development of children and adolescents, counselor competency, assessment, nature and play-based interventions, and international counseling.

Dr. Swank is the author of more than 70 articles and 16 book chapters and is currently working on a second book. She has been recognized for her scholarly work, having received nine awards for specific research projects from professional organizations, including the American Counseling Association, the Association for Assessment and Research in Counseling, the Association for Counselor Education and Supervision, the Association for Adult Development and Aging, the American Horticultural Therapy Association, and Chi Sigma Iota. She has also received a University of Florida University Term Professorship. She is currently the principal investigator on two federally funded grants totaling nearly 1.2 million dollars.

She has a strong commitment to service and has served as president of two national counseling organizations: the Association for Assessment and Research in Counseling and the Association for Creativity in Counseling. She has also served in several other leadership capacities at the local, state, and national levels. She was recognized for her service and contributions to the field of creativity in counseling with the Association for Creativity in Counseling Professional Service Award and the Samuel T. Gladding Inspiration and Motivation Award, her contribution to the field of play therapy with the Viola Brody Award, and her contribution to assessment and research with the Association for Assessment and Research in Counseling Professional Level Exemplary Practice Award. She has a passion for international work and has trained teachers and church leaders in using helping skills in Haiti. She enjoys teaching and mentoring students and has been recognized for her teaching with the Diane E. Haines Teaching Excel-
ience Award at the University of Florida. Dr. Swank lives in Florida with her two cats, Holstein and Piper. She enjoys going on mission trips and volunteering, photography, playing games with friends and family, and going on adventures in nature.

• • •

Casey A. Barrio Minton, PhD, NCC, is a professor of counselor education and the counselor education unit coordinator at The University of Tennessee, Knoxville. Her scholarly work focuses on crisis intervention, clinical mental health issues, and professionalization through teaching and leadership. She most enjoys teaching doctoral courses in professional orientation and teaching and master’s-level courses in multicultural counseling, diagnostic issues, and crisis intervention.

Dr. Barrio Minton is the author or editor of five books, including Practical Approaches to Applied Research and Program Evaluation for Helping Professionals, DSM-5 Learning Companion for Counselors, and Professional Counseling Excellence Through Leadership and Advocacy. She has been recognized for her scholarly work twice each by the American Counseling Association, the Association for Counselor Education and Supervision, and Chi Sigma Iota.

The founding editor of the Journal of Counselor Leadership and Advocacy, Dr. Barrio Minton is a past-president of Chi Sigma Iota International, the Association for Assessment and Research in Counseling, and the Southern Association for Counselor Education and Supervision. She continues to actively serve these organizations through their mentorship programs and committees. At the time of this printing, she was serving as president of the Association for Counselor Education and Supervision. Dr. Barrio Minton began her service to the profession as a Chi Sigma Iota Leadership Fellow and chapter president in 2003, and she received the American Counseling Association’s Arthur A. Hitchcock Distinguished Professional Service Award in 2017. She is a Fellow of the American Counseling Association. Dr. Barrio Minton lives in Knoxville with her partner Joel, child Leah, and dog Rosie. She enjoys exploring new food and drink, going on adventures with Leah, and setting running goals that feel just out of reach.

• • •
About the Contributors

Vaibhavee R. Agaskar, PhD, LPC, NCC, is an associate professor at New Jersey City University. Currently she is serving as the principal investigator for a Behavioral Health Workforce Education and Training grant funded by the U.S. Health Resources and Services Administration to expand the behavioral workforce in integrated health care at primary care settings.

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Olga R. Dietlin, PhD, is an assistant professor in the Higher Education and Student Development Program at Wheaton College. Her expertise is in graduate counseling and student affairs training. Her research interests focus on the pedagogy of care in online settings, student development worldwide, and conflict in politically divided relationships.

David Julius Ford Jr., PhD, LCMHC (NC), LPC (VA, NJ), NCC, ACS, is an assistant professor at Monmouth University. His expertise is in culturally responsive counseling and supervision. His research interests focus on Black men attending predominantly white institutions, Black Greek life, Black men in counseling/counselor education, queer men of color, and HIV/AIDS.

Jesse Fox, PhD, is an assistant professor at Stetson University and executive director of the Episcopal Counseling Center. His expertise is in spirituality, religion, and mental health. His research interests focus on theory of religious and spiritual integration, spiritual bypass, and religious and spiritual struggle.

Jean Georgiou, EdD, LPC, NCC, ACS, is an associate professor in and chair of the Department of Counselor Education at New Jersey City University. She is currently involved in a project in Western Kenya, where she conducts mission work and psychoeducational groups.

Michelle R. Ghoston, PhD, LCMHC, LPC, ACS, is an assistant professor at Wake Forest University. Her interests focus on equity and neuroscience education.
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Natoya Hill Haskins, PhD, LPC, NCC, is an associate professor at the College of William & Mary. Her expertise is in counselor education, culturally responsive teaching, and support structures for Black and Brown students. Her research interests focus on culturally responsive counselor education experiences for graduate students of color, critical race theory in counselor education, and school counselor advocacy efficacy assessment tools.

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