



Critical
in Incidents
Counselor Education

*Teaching, Supervision, Scholarship,
Leadership, and Advocacy*

edited by

Jacqueline M. Swank and Casey A. Barrio Minton

American Counseling Association

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Alexandria, VA 22331
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Critical in Incidents Counselor Education

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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*

Table of Contents

Preface	xiii
Acknowledgments	xv
About the Editors	xvii
About the Contributors	xix

Part I • Teaching

Section 1 • Student Engagement and Dispositions

Chapter 1	
I Don't Have a Clue: Responding to Unprepared or Unengaged Students	5
Critical Incident	5
<i>Jonathan H. Ohrt and Kathryn P. Linich</i>	
Response	10
<i>Samir H. Patel</i>	
Chapter 2	
I Did My Part: Responding to Inequitable Group Project Contributions	13
Critical Incident	13
<i>Linwood G. Vereen, Clewiston D. Challenger, and Nicole R. Hill</i>	
Response	19
<i>Vaibhavee R. Agaskar and Jean Georgiou</i>	
Chapter 3	
It's Not Their Work: A Case of Plagiarism	21
Critical Incident	21
<i>Tiphannie Gonzalez</i>	
Response	26
<i>Casey A. Barrio Minton</i>	

Chapter 4

Too Much Information: Maintaining Boundaries During Skills Practice	29
Critical Incident	29
<i>Kathryn L. Henderson</i>	
Response	34
<i>Linwood G. Vereen, Clewiston D. Challenger, and Nicole R. Hill</i>	

Chapter 5

I'm a Counselor . . . Well Almost: Boundary Extensions in Service Learning	37
Critical Incident	37
<i>Mark B. Scholl</i>	
Response	42
<i>Kathryn L. Henderson</i>	

Chapter 6

I'm Here, I'm Not Participating: Student Resistance to a Group Experience	45
Critical Incident	45
<i>Samir H. Patel</i>	
Response	50
<i>Olga R. Dietlin and Jenny L. Chien</i>	

Section 2 • Dynamics Related to Diversity and Inclusion

Chapter 7

Whose Cultural Competence? Students' Needs in Multicultural Courses	53
Critical Incident	53
<i>Carlos P. Hipolito-Delgado</i>	
Response	58
<i>Mark B. Scholl</i>	

Chapter 8

A Cohort Divided: Navigating Tensions Related to Race and Ethnicity	61
Critical Incident	61
<i>Catherine Y. Chang, Erin C. M. Mason, and Vanessa Placeres</i>	
Response	67
<i>Jonathan H. Ohrt and Kathryn P. Linich</i>	

Chapter 9

I Need a New Partner: Addressing Cultural Encapsulation and Racism	69
Critical Incident	69
<i>LoriAnn Sykes Stretch and Denita N. Hudson</i>	
Response	75
<i>Carlos P. Hipolito-Delgado</i>	

Chapter 10		
Interacting With Me:		
Title IX and Faculty-Student Consensual Relationships		77
Critical Incident		77
<i>Imelda N. Bratton</i>		
Response		82
<i>Shawn L. Spurgeon</i>		
	Section 3 • Instructor Preparedness	
Chapter 11		
Embracing the Digital World:		
Instructor Preparedness for Online Delivery		85
Critical Incident		85
<i>Olga R. Dietlin and Jenny L. Chien</i>		
Response		90
<i>Catherine Y. Chang and Erin C. M. Mason</i>		
Chapter 12		
Does It Apply to Me?		
Instructor Competency to Teach Specialty Courses		93
Critical Incident		93
<i>Vaibhavee R. Agaskar and Jean Georgiou</i>		
Response		97
<i>LoriAnn Sykes Stretch and Denita N. Hudson</i>		
Chapter 13		
Something to Share: Promoting Unethical or Illegal Practice		99
Critical Incident		99
<i>Shawn L. Spurgeon</i>		
Response		104
<i>Jacqueline M. Swank</i>		
Resources		105

Part II • Supervision

Section 1 • Supervisee Dispositions and Behaviors

Chapter 14		
This Is Cool, Does It Work?		
Using a Technique With Limited Training		111
Critical Incident		111
<i>W. Bradley McKibben</i>		
Response		117
<i>Jane M. Webber</i>		
Chapter 15		
I Don't Believe in That: Addressing Counselors' Values Conflicts		119
Critical Incident		119
<i>Anita A. Neuer Colburn</i>		
Response		124
<i>W. Bradley McKibben</i>		

Chapter 16

I'm an Emotional Person: Determining Counselor Impairment	127
Critical Incident	127
<i>Jane M. Webber</i>	
Response	133
<i>Anita A. Neuer Colburn</i>	

Chapter 17

Don't Watch Me: Not Bringing Session Recordings to Supervision	135
Critical Incident	135
<i>Devika Dibya Choudhuri</i>	
Response	141
<i>Gülşah Kemer</i>	

Section 2 • Issues With Site Supervisors

Chapter 18

I'm Getting Different Messages: Incongruence Between Supervisors	143
Critical Incident	143
<i>Joel F. Diambra</i>	
Response	149
<i>Heather J. Ambrose</i>	

Chapter 19

The Other Side: A Supervisor Presenting Differently to Students	151
Critical Incident	151
<i>Derrick A. Paladino and Leigh D. DeLorenzi</i>	
Response	156
<i>David Julius Ford Jr.</i>	

Chapter 20

To Tell or Not to Tell: Site Supervisor Impairment	159
Critical Incident	159
<i>Heather J. Ambrose</i>	
Response	164
<i>Derrick A. Paladino</i>	

Section 3 • Doctoral Student Supervisors

Chapter 21

Biased: A Doctoral Student Supervisor's Struggle With a Supervisee's Lack of Awareness	167
Critical Incident	167
<i>Gülşah Kemer</i>	
Response	173
<i>Joel F. Diambra</i>	

Chapter 22		
	I'm Attracted to My Supervisee: A Doctoral Student Supervisor's Struggle	175
	Critical Incident	175
	<i>David Julius Ford Jr. and Matthew Tirrell</i>	
	Response	180
	<i>Devika Dibya Choudhuri</i>	

Part III • Research and Scholarship

Section 1 • Collaboration and Authorship

Chapter 23		
	That's My Idea: Taking Someone Else's Work as Their Own	187
	Critical Incident	187
	<i>Melissa Luke and Sherrie L. Bruner</i>	
	Response	193
	<i>Richard E. Watts and Jacqueline M. Swank</i>	
Chapter 24		
	Who to Include: A Case of Contested Authorship	195
	Critical Incident	195
	<i>A. Stephen Lenz, Diana Camilo, and Megan Speciale</i>	
	Response	201
	<i>Sherrie L. Bruner and Melissa Luke</i>	
Chapter 25		
	Is This How It's Supposed to Be? Collaboration Gone Wrong	203
	Critical Incident	203
	<i>Erik M. Hines and Paul C. Harris</i>	
	Response	207
	<i>Jesse Fox</i>	

Section 2 • Client Interest and Well-Being

Chapter 26		
	I Need Your Approval, but I Don't Want to Do That: Getting IRB Approval	209
	Critical Incident	209
	<i>Sam Steen and Shekila Melchior</i>	
	Response	213
	<i>Diandra J. Prescod</i>	
Chapter 27		
	Should He Be Included? I Know His Sister	215
	Critical Incident	215
	<i>Elizabeth A. Prosek</i>	
	Response	221
	<i>Sam Steen and Shekila Melchior</i>	

Chapter 28

Do We Stop the Study?	223
Best for the Client vs. Best for Research	223
Critical Incident	223
<i>Diandra J. Prescod</i>	
Response	227
<i>Kelly L. Wester</i>	

Section 3 • The Publication Process

Chapter 29

A Little Bit Here, a Little Bit There: The Least Publishable Unit	229
Critical Incident	229
<i>Kelly L. Wester</i>	
Response	234
<i>Erik M. Hines and Paul C. Harris</i>	

Chapter 30

It's Already Published: Can I Still Submit My Manuscript?	237
Critical Incident	237
<i>Richard E. Watts, Jo Lauren Weaver, and Jacqueline M. Swank</i>	
Response	241
<i>Elizabeth A. Prosek</i>	

Chapter 31

Do I Compromise to Get Published?	
Responding to Reviewers' Feedback	243
Critical Incident	243
<i>Jesse Fox</i>	
Response	248
<i>A. Stephen Lenz, Diana Camilo, and Megan Speciale</i>	
Resources	249

Part IV • Leadership and Advocacy

Section 1 • Professional Organization Leadership

Chapter 32

Is There a Conflict? Balancing Fiduciary Responsibility	255
Critical Incident	255
<i>Leigh Falls Holman</i>	
Response	260
<i>Philip B. Clarke and Michelle R. Ghoston</i>	

Chapter 33

Who Are You Representing?	
Serving Two Professional Organizations	263
Critical Incident	263
<i>Kristopher M. Goodrich and Renée C. Howells</i>	
Response	268
<i>Marty Jencius</i>	

Chapter 34		
True to Our Mission:		
Establishing an Identity as a Professional Organization		271
Critical Incident		271
<i>Marty Jencius</i>		
Response		277
<i>Natoya Hill Haskins</i>		
Chapter 35		
It's All About Mentorship: Managing Professional Journals		279
Critical Incident		279
<i>Cirecie A. West-Olatunji and S. Anandavalli</i>		
Response		284
<i>Kathy Ybañez-Llorente</i>		
	Section 2 • Leadership and Advocacy in the Local Community	
Chapter 36		
What Should We Fund?		
Addressing Budget Issues on a Community Board		287
Critical Incident		287
<i>Nicole R. Hill</i>		
Response		294
<i>Renée C. Howells and Kristopher M. Goodrich</i>		
Chapter 37		
My Hands Are Tied:		
Navigating University Prohibitions on Advocacy		297
Critical Incident		297
<i>Kathy Ybañez-Llorente</i>		
Response		302
<i>Nicole R. Hill</i>		
	Section 3 • Diversity and Inclusion Within Counselor Education Programs	
Chapter 38		
Do We Practice What We Preach?		
Diversity and Inclusion Plans		305
Critical Incident		305
<i>Christian D. Chan</i>		
Response		311
<i>S. Anandavalli and Cirecie A. West-Olatunji</i>		
Chapter 39		
Maybe I Can Change This:		
Addressing Marginalization in a Program		313
Critical Incident		313
<i>Natoya Hill Haskins, Unity Walker, Aiesha Lee, and Huijuan Li</i>		
Response		318
<i>Christian D. Chan</i>		

Chapter 40

You Can't Treat Me That Way!	
Microaggressions and Bullying	321
Critical Incident	321
<i>Philip B. Clarke and Michelle R. Ghoston</i>	
Response	326
<i>Leigh Falls Holman</i>	
References	329
Index	363

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-

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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.



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