Critical Incidents in Clinical Supervision
Addictions, Community, and School Counseling

Edited by

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Additionally, we are grateful to the American Counseling Association for endorsing and providing for this publication. It is edifying to know that this project, unique to the field of clinical supervision, is buoyed by not only the many Association for Counselor Education and Supervision-affiliated authors and contributors but also our parent organization, the American Counseling Association. Carolyn Baker has been a forward scout for us, and we are most appreciative of her adroit leadership and editorial assistance throughout the process.

We would like to acknowledge and honor the many self-evident risk takers and those who are more invisible through their tales and stories that might have been “anonymized” in this book. Sometimes the best learning can be done from our mistakes, and it is a wise person who can risk sharing such mistakes with a readership of one’s own colleagues. And perhaps it is even more courageous to risk sharing when one has been on the receiving end of a colleague’s mistake. We thank you, including those of you who may not even know that you are the subject of a critical incident account such as one of the 33 in this text.

Similarly, thank you to the supervisors, supervisees, and clients, who are at the heart of all we do. Perhaps in the long run we are all one and the same— overseers, learners, and consumers. Special thanks go to our inspiration for this book, namely our previous and current supervisors and consultants, and past and present supervisees, all of whom have taught us so much and continue to leave much for us to draw on in the well.

And finally, we are most thankful to our families who, alongside our contributing authors, made room for this project, even when doing so cost valuable time personally.

—Judith A. Harrington
I have a passion for training school counselors. This passion was instilled in me from very specific mentors and colleagues. I am indebted to the following for their personal and professional involvement: Dr. Jeff Siskind, who was my first true school counseling colleague; Drs. Ted Remley, Dwight Hare, Anne Bailey, Warren Housley, and Joe Ray Underwood, who taught me how to think while at Mississippi State University; and Drs. Michael Brooks, Barry Stephens, and David Macrina and Ms. Patti Sheets, who were and are always supportive of projects such as this.

—Lawrence E. Tyson

I would like to acknowledge all of the family, friends, and colleagues who have helped me get to this point in my career where I can actually write an acknowledgements page in a book. Pretty cool! I would like to dedicate this book to Barbara and Alex. Your love, support, and friendship have been an inspiration to me and a critical part of my life, both now and always. Thank you for all that you are and all you have been over these past years.

—John R. Culbreth

Supervision has become a passion of mine, both as a younger counselor receiving supervision and now as a provider of supervision and supervision training. My supervisors and consultants have had the most to do with my anchoring within the field, second only in inspiration to my clients. My incalculable appreciation goes to the many shining supervisees who have taught me so much in addition to my own supervisors and consultants: Elbert LaLande, Charles Alexander, Sam Gladding, Jamie Satcher, Robert Friedl (Chief of Psychiatry at University of Alabama at Birmingham), the late Larry DePalma (psychiatrist and priest), Harriet Schaffer, Jeannie Ingram, Quinn Pearson, Mary Stinson, Kathleen Friery, and my group of peer consultants that has been meeting for 19 years: Marian Bell, Donica Creasy, Glenda Elliott, Vicky Farley, Grace Reed, Beebe Roberts, and Caroline West. Behind the scenery of this deeply gratifying work is my collaborator, mentor, and husband, Dr. Steven Webb, and our young son, William Kelson Webb, whose arrival came only weeks after this book was approved.

—Judith A. Harrington
Critical Incidents in Clinical Supervision is a practical text for counselor educators, clinical supervisors, clinical directors, counselors and supervisees in the field, and counselor education students, as well as those who have a general interest in the counseling profession. Each chapter contains a description of a critical incident, followed by two responses. The incidents are based on common experiences specific to the clinical supervision setting and challenge the reader to think about the factors present in the described incident and how those factors may be addressed.

The responses allow the reader to view two approaches in deciding on appropriate professional behaviors that the counseling supervisor may follow to meet the challenges presented in the described incident. Opportunities for further learning exist for group discussion or individual analysis of the incident and responses to provide insight into what might be considered as best practice in clinical supervision.

The topics for the clinical supervision incidents were generated by the editors on the basis of their experience and knowledge in supervision in the areas of community, addictions, and school counseling. Topics were placed in one of five categories representing a broad range of group-work issues: (1) legal and ethical, (2) professional development, (3) methodology and techniques, (4) contractual, and (5) working alliance. The basic plan was to provide supervision incidents that might occur across a variety of work contexts (i.e., schools, community agencies, and addictions). Furthermore, given the number of differences among contributing writers, a variety of presenting problems in supervision are depicted.

The editors each had responsibility for one of the three settings. Once an incident was received, it was edited and sent out to the two respondents, who independently wrote their responses and sent them back to the appropriate editor. The editors communicated with each other via e-mail and telephone to maintain a consistent editing approach and format for the book.

A broad approach was used in soliciting writers to contribute to this book. The editors developed a list of professionals in the supervision field perceived to be well-known authors, skilled practitioners, or knowledgeable educators. An invitation was developed and sent to those professionals, asking them to contribute to Critical Incidents in Clinical Supervision by writing an incident or a response in connection with the topics that had been generated. The invi-
tation included an example of a chapter (i.e., an incident and two responses) to explain the expected format. Each contributor could write one or two incidents and one or two responses, with a limit of two contributions in total. A contributor could not write both an incident and a response on the same topic. In addition, a general call for contributions was placed on the Counselor Education and Supervision Network Listserv (CESNET) and the International Counselors Network (ICN) to provide for a wider range of contributions.

Contributors were asked to consider the ethical, legal, and clinical implications, as well as training standards that might apply to their incident or response. The law, ethics, and training standards guide the work of professional counselors in striving to serve the best interest of their clients, whether it is in a group or an individual supervisory setting. Some of the citations made by the contributors included the Code of Ethics of the American Counseling Association (2005) and the American School Counselor Association’s Ethical Standards for School Counselors (1998).

The novice, as well as the experienced supervisor, will benefit from Critical Incidents in Clinical Supervision. The editors consider this book to be a valuable resource for clinical supervisors and clinical directors in schools, community agencies and mental health centers, treatment centers and clinics, hospitals, and private practices; supervisees ranging from the practicum student to the licensure-seeking supervisee and beyond; supervisors-in-training; supervisors of supervisors; site supervisors for approved training experiences; counselors-in-training; peer consultants; and mentors and protégés.

As a text, supplementary text, or reference for advanced or beginning courses in supervision, ethical and legal issues, professional issues, practicum, internship, and other counseling courses, the counselor or supervisor-in-training will benefit from working on some of the “real” issues he or she will face in supervisory situations. On reading the incident, the student and experienced professional alike may analyze the factors presented and reflect on what they may have done the same or differently if faced with a similar situation. In addition, it is suggested the reader focus on the two responses and reflect on points of agreement and disagreement in deciding on an appropriate course of action. Consideration of the ethical codes, the law, and standards of practice and care should be applied as well. It is recognized that there can be more than one appropriate course of action applied to a specific incident. In this way, responses to incidents are provided not as ideal responses but as viewpoints that can be discussed and debated.

The editors hope that readers will embrace Critical Incidents in Clinical Supervision as a practical text that provides the means to examine critical incidents that occur in the supervisory setting. Readers are encouraged to be actively involved in determining appropriate courses of action, based on their reflections in reading the two responses to each incident as well as their own training, education, and level of supervisory skill development.

—Lawrence E. Tyson
John R. Culbreth
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About the Editors

Lawrence E. Tyson, PhD, NCSC, is an associate professor in the Counselor Education Program, within the Department of Human Studies, in the School of Education at the University of Alabama at Birmingham (UAB). He is a coeditor of Critical Incidents in School Counseling and Critical Incidents in Group Counseling. For the past nine years, he has served as the advisor for the school counseling concentration within the Counselor Education Program at UAB. Additionally, he oversees the placement of UAB practicum and intern school counseling students in area schools, as well as UAB school counseling students who are involved in clinical placements outside of Alabama. He holds a master's degree from Rollins College and a doctorate in philosophy from Mississippi State University. He is a National Certified Counselor and a National Certified School Counselor.

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Judith A. Harrington has been a mental health professional since 1979, having served most of her career since 1988 in full-time private practice and community counseling in Birmingham, Alabama. She has served as a clinical director of two public counseling agencies and specializes in providing clinical supervision of licensure-seeking counselors in her state of Alabama. In addition to mentoring licensees, since 1994 she has also trained several hundred counselors wishing to comply with her state’s Board of Examiners in Counseling supervisor regulations. She has provided extensive service to the profession, having served in a variety of elected and appointed positions in state and regional associations, including president of the Alabama Association of Counselor Education and Supervision and the Alabama Mental Health Counselors Association, coeditor of the Southern Association of Counselor Education Newsletter, SACES Long Range Planning Committee chairperson, and SACES Supervision Interest Network cochairperson. She has maintained an active adjunct teaching role since 1993 in her area, having taught master’s and EdS courses in clinical supervision and DSM–IV–TR diagnosis and treatment, among others.

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