Mock Case Collaboration Analysis

The application of supervision roles and responsibilities in counseling practice is critical for ensuring the professional development and readiness of counselors-in-training. This paper delves into Ann's case, a counseling student facing challenges in her internship due to a rural geographical location, technology-related issues, time management difficulties, and personal challenges. By examining Ann's case through the lens of supervision roles and responsibilities, including ethical, legal, multicultural, gatekeeping, and remediation considerations, this paper aims to highlight the complexities and strategies involved in supporting counselors' professional growth and competence.

Overview of Ann's Case

Ann, a counseling student enrolled in an online program, faces unique challenges due to her geographical location in a rural area. This geographic context influences various aspects of her internship experience, including access to resources, technological infrastructure, and opportunities for in-person supervision and networking. Despite these challenges, Ann has shown a solid commitment to her professional development, as evidenced by her enrollment in an online program to pursue her counseling education.

However, as she progresses through her internship, several challenges have surfaced. One notable area of concern is Ann's attendance and punctuality, which could have been more consistent during her internship experience. This inconsistency raises questions about her ability to manage time effectively, prioritize tasks, and fulfill professional obligations promptly. Furthermore, communication issues have been noted, particularly regarding the timely submission of required documentation and active participation in supervision sessions.

In addition to the challenges related to attendance, punctuality, and communication, Ann faced difficulties with technology and personal issues during her internship experience. These challenges add another layer of complexity to her professional development and readiness for the counseling profession.

Ann's struggles with technology are evident in her difficulties logging into video conferencing platforms, experiencing technical issues during supervision calls, and encountering challenges with submitting correct documentation electronically. These issues not only disrupt her participation in required activities but also hinder her ability to engage effectively in virtual learning and supervision environments. As technology plays a crucial role in counseling practice, especially in online and remote settings, addressing these challenges is essential to ensure Ann's competence in utilizing technological tools for counseling services and professional communication (Marino et al., 2015).

Furthermore, Ann's personal issues, such as difficulties waking up in the morning, feeling unwell, and lacking privacy during supervision calls due to company at her location, impact her overall performance and engagement. These personal challenges can affect her focus, energy levels, and ability to manage stress, which are crucial aspects of professional competence in counseling (Posluns & Gall, 2020). It is essential to consider the impact of personal factors on Ann's professional development and explore strategies to support her well-being while maintaining professional standards and responsibilities.

Addressing Ann's technology-related challenges requires providing her with technical support, training, and resources to improve her proficiency in using digital platforms effectively for counseling and supervision purposes. Additionally, addressing her issues involves promoting self-care strategies and time management skills and creating a supportive environment that

acknowledges and addresses the impact of personal challenges on professional performance (Bernard & Goodyear, 2019). By addressing these challenges holistically, Ann can develop the necessary skills, resilience, and self-awareness to navigate the demands of the counseling profession effectively.

Sheperis et al. (2020) posit that these challenges are not uncommon in counseling students, especially those navigating online programs and remote internship placements. Still, they necessitate careful attention and support to ensure Ann's readiness for the counseling profession. The concerns about her professional development highlight the importance of addressing these challenges proactively and implementing strategies to enhance her skills, professionalism, and engagement during her internship tenure.

Ethical and Legal Considerations

Ann's case highlights the ethical principles of accountability, responsibility, and adherence to professional standards within the counseling profession. The supervisor's role as a support system and guide for Ann is crucial in navigating these challenges. From an ethical standpoint, the supervisor ensures that Ann maintains competence consistent with her education and training, which is vital for maintaining trust with clients, colleagues, and supervisors, as outlined by the American Counseling Association (2014). Ann's struggles with meeting deadlines, submitting complete documentation, and attending supervision sessions on time raise concerns about her ability to fulfill her professional responsibilities effectively.

The supervisor plays a pivotal role in supporting Ann as she navigates challenges related to competence, accountability, and adherence to professional standards within the counseling profession (Jorgensen et al., 2020). Ethically, it is crucial for supervisors to ensure that Ann demonstrates proficiency aligned with her education, training, and experience, as competence is

a core ethical consideration in her case (Avasthi et al., 2022; Brown-Rice & Furr, 2016). Ann's difficulties with technology, time management, and personal issues may compromise her ability to meet these standards, potentially affecting the quality of services she provides or her overall internship experience.

Ann's inconsistent attendance at supervision sessions and failure to submit required documentation on time raise questions about her commitment to professional development and ethical conduct. Ethical codes of conduct, such as those outlined by the American Counseling Association (ACA, 2014) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2024), emphasize the importance of ongoing learning, self-assessment, and adherence to professional standards.

From a legal perspective, the supervisor must collaborate with Ann to ensure compliance with liability insurance requirements and contractual obligations with the internship site (Walden, 2018). Ann's counseling program and internship placement require internship students to maintain liability insurance to protect themselves and their clients in case of professional liability claims. Ann's failure to submit correct documentation for liability insurance may have legal implications for her and her ability to engage in clinical practice. Further, contractual agreements between Ann and her internship site outline expectations regarding attendance, documentation, and professional conduct. Breaches of these contractual obligations could have legal consequences, including potential termination of the internship with the agency.

The supervisor's role extends to providing guidance on ethical decision-making, navigating potential legal risks, and advocating for Ann's professional growth and development. This may involve discussing the importance of ongoing learning, self-assessment, and adherence to ethical codes of conduct outlined by professional organizations like the American Counseling

Association (ACA, 2014) and accreditation bodies such as the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2024).

Addressing the ethical and legal considerations in Ann's case demands a comprehensive approach that balances empathy and accountability. Supporting Ann in developing competence, addressing challenges with technology and time management, promoting accountability and responsibility, and ensuring compliance with professional and legal standards are all essential components. Supervisors, faculty members, and internship coordinators must play a crucial role in guiding Ann through these challenges while fostering her ethical and professional growth. This comprehensive approach recognizes Ann's individual struggles and provides the necessary support and guidance while also maintaining standards and expectations to uphold the integrity of the counseling profession.

Multicultural considerations

Multicultural considerations are foundational in the supervisory relationship, deeply intertwined with counseling practice (Bernard & Goodyear, 2019). Ann's case underscores the vital role of cultural competence in supervision, given factors like her rural background, access to technology, and potential cultural influences on her behavior and communication. Understanding and respecting diverse cultural backgrounds, values, and practices are essential aspects of cultural competence in supervision. Supervisors must be aware of their own cultural biases and promote ongoing cultural competence development among supervisees through training and reflective practices (Soheilian et al., 2014; Whalen, 2019).

Sensitive to cultural norms and communication styles, supervisors create an affirming space for dialogue on cultural issues (Bernard & Goodyear, 2019). Intersectionality, especially for individuals like Ann with multiple identities, requires validation and recognition. Supervisors

must navigate Ann's complex identity, including race, gender, sexual orientation, socioeconomic status, and cultural heritage, to provide effective support. For Ann, being an African American woman navigating the counseling profession, her intersectional identity significantly influences her experiences, perspectives, and challenges. Understanding these intersections is crucial for supervisors to offer holistic support and address any complexities that may arise due to cultural, social, or systemic factors (Hernández & McDowell, 2010).

Supervisors should seek to create a supervisory environment that acknowledges and values Ann's intersecting identities. This involves fostering open discussions about how her race, gender, sexual orientation, socioeconomic status, and cultural background intersect and influence her professional journey. By validating these aspects of Ann's identity, supervisors can promote a deeper understanding of her experiences and empower her to navigate challenges effectively. Supervisors should also be mindful of the unique pressures and barriers that Ann may face due to her intersecting identities. This includes addressing issues related to discrimination, bias, and systemic inequalities that may impact her professional development and well-being.

Hook et al. (2018) maintains that cultural humility and self-reflection are key components of multicultural competence. Supervisors acknowledge their limitations, seek feedback, and value cultural humility in the supervisory environment. They also guide supervisees in adhering to ethical and legal standards related to multicultural competence, advocating for social justice and navigating ethical dilemmas. Ann must develop cultural humility and engage in self-reflection to enhance her multicultural competence. This involves recognizing her own cultural biases, limitations, and areas for growth. Through self-reflection, she can continuously assess her interactions with clients from diverse backgrounds and strive to understand their cultural perspectives.

By understanding and respecting diverse cultural backgrounds, values, and practices, supervisors can create spaces that nurture open dialogue and holistic support. Recognizing Ann's intersecting identities, including her race, gender, sexual orientation, socioeconomic status, and cultural heritage, allows supervisors to provide effective guidance and address challenges stemming from cultural, social, or systemic factors. Cultural humility, self-reflection, and adherence to ethical standards are key components that both Ann and her supervisors must embrace to navigate the complexities of multicultural counseling effectively. Through ongoing learning, dialogue, and advocacy for social justice, supervisors and counselors like Ann contribute to a profession that values diversity, equity, and inclusivity in every aspect of practice.

Gatekeeping and Due Process Considerations

Due process is crucial for ensuring fairness when addressing student performance or behavior issues. In Ann's case, to effectively address the concerns about her clinical skills or professional conduct, the program must adhere to a structured process involving ongoing communication among supervisors, faculty members, and Ann herself (Walden, 2018). This process should include clear guidelines for assessment, intervention, and potential remediation.

However, it seems that some aspects of gatekeeping were not adequately implemented before Ann began her internship. Gatekeeping, which focuses on evaluating students' readiness and competence before they enter clinical internships or practice, plays a pivotal role in counseling education (Chang & Rubel, 2019; DeCino et al., 2020). It is proactive, aiming to prevent issues before they arise by assessing various aspects of students' abilities such as clinical skills, professional behavior, and ethical awareness. It appears that gatekeeping could have addressed these issues with Ann through several key strategies:

1) **Early Identification:** Gatekeeping starts early in the counseling education program. Ann's struggles in various areas should have been identified and addressed during her

coursework and practicum experiences. Early assessments and feedback mechanisms would have flagged areas of concern for targeted interventions.

2) **Structured Feedback:** Gatekeepers should provide structured and ongoing feedback to students like Ann throughout their training. This feedback should not only focus on academic performance but also on professional dispositions, interpersonal skills, and ethical awareness. Regular evaluations can help identify areas needing improvement.

3) **Supervision and Mentorship:** Gatekeepers should ensure that students receive adequate supervision and mentorship. This includes regular meetings with faculty advisors, clinical supervisors, and mentor counselors who can provide guidance, support, and opportunities for skill development.

4) **Professional Development Activities:** Gatekeepers can encourage or require students like Ann to engage in professional development activities outside of coursework. This may include workshops, seminars, self-reflection exercises, and participation in professional organizations to enhance skills and awareness in areas of weakness.

5) **Ethics Training:** Gatekeeping programs should include robust ethics training. This training should cover ethical principles, decision-making models, legal regulations, and cultural competence. Ann could have benefited from structured ethics training to address her challenges in accountability, sensitivity, and integrity.

6) **Continuous Monitoring:** Gatekeeping is not a one-time assessment but a continuous process. Gatekeepers should monitor students' progress over time and adjust to support their development. Regular check-ins, progress assessments, and reevaluation of remediation plans are essential components of effective gatekeeping.

Ann's case underscores the importance of both gatekeeping and due process. While gatekeeping is about prevention and readiness assessment, due process comes into play when concerns or allegations require formal evaluation, intervention, and potential remediation. Gatekeeping could have addressed Ann's competence issues before she entered the internship stage, ensuring that she had the necessary skills, dispositions, and ethical awareness to provide competent and ethical counseling services.

For students like Ann, gatekeeping is not only about identifying deficiencies but also about fostering growth, learning, and professional development. It is essential for supervisors and educators to create a supportive yet accountable environment where students feel empowered to enhance their skills and knowledge (Bernard & Goodyear, 2019). Moreover, gatekeeping is integral to maintaining the integrity and standards of the counseling profession (Haddock & Whitman, 2020). It ensures that future counselors uphold ethical principles, provide competent and effective services to clients, and contribute positively to the field of mental health.

Remediation Plan: Strengths and Weaknesses

The remediation plan outlined for Ann has several strengths and weaknesses that impact its effectiveness in addressing her academic and professional development needs. Walden (2014) outlines ten dispositions as essential for counseling students' professional development and competence. Ann's remediation plan explicitly addressed the areas where she has not met her program's professional dispositions, including engagement, accountability, and awareness. The plan emphasizes accountability by requiring Ann to accept personal contributions to deficiencies and act responsibly to enhance professional effectiveness. The plan sets specific and measurable goals for Ann, such as attending a time management workshop/course, completing required assignments, and obtaining a certificate however Ann's goals should be pecific, measurable,

achievable, relevant, and time-bound (SMART). To improve Ann's Student Development Plan (SDP), the goals could be revised as follows:

1. Engagement: Goal: Ann will attend a time management workshop/course by June 30, 2024, which involves completing all required assignments within the course, and obtaining a certificate of completion.

2. Accountability: Goal: Ann will read three articles and watch three Ted Talk videos specific to graduate students for time management and planning by July 30, 2024

3. Awareness: Goal: Ann will engage in extra supervision sessions to receive feedback, identify professional behaviors, work on her professional identity, and complete weekly self-reflection forms throughout the internship.

Ann's SDP outlines success metrics such as completing workshops, assignments, and self-reflection forms, it could benefit from including more objective measures of improvement in professional behaviors and identity. For example, Ann will demonstrate proficiency in adhering to all site expectations and course requirements during the internship experience by integrating time management strategies into her daily practices. Another weakness is that the plan does not specify how progress will be assessed or monitored throughout the remediation process. Incorporating regular checkpoints or evaluations would provide a clearer picture of Ann's development and allow for adjustments if needed. For example, Ann can provide evidence of completing the workshop/course, including the certificate, to her site supervisor and faculty supervisor by August 1, 2014.

Complementing Ann's Student Development Plan with a Skills Mentoring Plan (SMP) offered by her school program could significantly benefit her professional growth. According to

Walden (2018) the SMP focuses on enhancing professional skills for MS counseling students and PhD candidates in various counseling programs. If Ann's assessment indicates deficiencies in skills related to writing, research, teaching, clinical work, or supervision, an SMP will help address these areas. By engaging in an SMP, Ann can receive individualized training and support from faculty and doctoral interns on the Skills Mentoring committee.

One of the key advantages of an SMP is its time-limited nature, running concurrently with Ann's academic program to support her progress. Completing an SMP can help Ann avoid delays in academic progress during field experience and improve her performance in skills-based courses. Additionally, the SMP ensures that Ann receives individualized faculty support to address specific skill deficits, enhancing her readiness for professional practice as a counselor or counselor educator. Ultimately, the SMP offers Ann a structured pathway to improve her skills and achieve the required competency levels for successful practice in counseling (Walden, 2018).

Finally, Ann's remediation plan, while addressing critical areas of improvement such as engagement, accountability, and awareness, presents opportunities for enhancement to ensure its effectiveness. Aligning goals with the SMART criteria and incorporating more objective measures of improvement in professional behaviors and identity would strengthen the plan. Furthermore, implementing regular checkpoints or evaluations to monitor Ann's progress and adjust strategies accordingly would enhance the plan's efficacy. Complementing her Student Development Plan (SDP) with a Skills Mentoring Plan (SMP) offers a structured pathway for Ann to improve her skills and achieve the necessary competency levels for successful practice in counseling. The SMP's individualized support and time-limited nature align well with Ann's academic journey, fostering her readiness for professional practice and enhancing her overall professional growth.

In conclusion, Ann's case exemplifies the multifaceted nature of supervision roles and responsibilities in counseling education and practice. Ethical and legal considerations underscore the importance of accountability, responsibility, and adherence to professional standards, while multicultural competence emphasizes the need for sensitivity, awareness, and validation of diverse identities. Gatekeeping and due process considerations highlight the significance of prevention, assessment, intervention, and continuous monitoring in ensuring counselors' readiness and competence. Additionally, the remediation plan for Ann showcases the strengths and weaknesses in addressing her professional development needs, emphasizing the importance of clear goals, measurable progress metrics, and ongoing support. By integrating these aspects of supervision, counselors and supervisors can collaboratively navigate challenges, promote growth, and support the profession's commitment to ethical and effective counseling practices.

References

American Counseling Association. (2014). ACA code of ethics.

Avasthi, A., Grover, S., & Nischal, A. (2022). Ethical and legal issues in psychotherapy. *Indian Journal of Psychiatry, 64*(Suppl 1), S47–S61. https://doi.org/10.4103/indianjpsychiatry.indianjpsychiatry_50_21

Bernard, J. M., & Goodyear, R. K. (2019). *Fundamentals of clinical supervision* (6th ed.). Pearson.

Brown-Rice, K., & Furr, S. (2016). Counselor educators and students with problems of professional competence: A survey and discussion. *Professional Counselor, 6*(2), 134–146. https://doi.org/10.15241/kbr.6.2.134

Chang, V., & Rubel, D. (2019). Counselor educators' internal experiences of gatekeeping. *Journal of Counselor Preparation & Supervision, 12*(4), 1–29.

Council for Accreditation of Counseling and Related Educational Programs. (2024). CACREP 2024 standards resource page. Retrieved from https://www.cacrep.org/cacrep-2024-standards-resource-page/

DeCino, D. A., Waalkes, P. L., & Dalbey, A. (2020). "They stay with you": Counselor educators' emotionally intense gatekeeping experiences. *The Professional Counselor, 10*(4), 548.

Demyan, A. L., Abraham, C. M., & Bui, N. H. (2018). Trainees looking through the lens of a supervisor: Remediation and gatekeeping responses to hypothetical problems of professional competency. *American Journal of Family Therapy, 46*(1), 67–80. https://doi.org/10.1080/01926187.2018.1428128

Haddock, L., & Whitman, J. (2019). *Preparing the educator in counselor education: A comprehensive guide to building knowledge and developing skills*. Routledge.

Hernández, P., & McDowell, T. (2010). Intersectionality, power, and relational safety in context: Key concepts in clinical supervision. *Training and Education in Professional Psychology, 4,* 29–35.

Hook, J. N., Watkins Jr., C. E., Davis, D. E., Owen, J., van Tongeren, D. R., & Marciana, J. R. (2018). Cultural humility in psychotherapy supervision. *Psychotherapy, 55*(1), 149–162. https://doi.org/10.1176/appi.psychotherapy.2016.70.2.149

Jorgensen, M., Brown-Rice, K., & Olson, S. D. (2017). Clinical supervisors' knowledge of supervisees with problems of professional competency. *Journal of Counselor Preparation & Supervision, 10*(1), 1–27.

Posluns, K., & Gall, T. L. (2020). Dear mental health practitioners, take care of yourselves: A literature review on self-care. *International Journal for the Advancement of Counseling, 42*(1), 1–20. https://doi.org/10.1007/s10447-019-09382-w

Sheperis, D. S., Ordway, A., & Lamar, M. (2020). Legal and ethical challenges in online counselor education. *The Professional Counselor, 10*(1), 106–119. https://doi.org/10.15241/dss.10.1.106

Soheilian, S. S., Inman, A. G., Klinger, R. S., Isenberg, D. S., & Kulp, L. E. (2014). Multicultural supervision: Supervisees' reflections on culturally competent supervision. *Counselling Psychology Quarterly, 27*(4), 379–392. https://doi.org/10.1080/09515070.2014.961408

Stubbe, D. E. (2020). Practicing cultural competence and cultural humility in the care of diverse patients. *Focus (American Psychiatric Publishing), 18*(1), 49–51. https://doi.org/10.1176/appi.focus.20190041

Walden University. (2018). Professional dispositions. In *Counseling student program guide* (pp. 16-19). Retrieved from https://academicguides.waldenu.edu/ld.php?content_id=36024919

Whalen, A. (2019). Multicultural Supervision in School Psychology: Recommendations for Practice. National Association of School Psychologists. Communique, 48(2), 1-31.