

Analysis of Mock Case Collaboration

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Overview of Ann's Case

Ann was an African American female in her mid-thirties and a single mother living in a rural southern state. She is a counselor-in-training and attends an online Counselor Education program where she has been referred for remediation due to personal stressors that are negatively impacting her performance at her clinical site and at school. The student is currently enrolled in the internship course, where she has a clinical site supervisor and a university instructor/supervisor whom she meets with weekly.

Ethical and Legal Considerations

The court case Plaintiff v. Rector and Board of Visitors of The College of William and Mary, 2005 supports that counselor education programs are legally obligated to provide remedial support to counselors-in-training (McAdams & Foster, 2007). With respect to Ann's case, the university supervisor attempted to provide an alternative when the student was unable to meet virtually. Another way in which the supervisor responded ethically is present in the way she documented the issues of the learner without seeking to be punitive, instead, she protected the student's due process rights and requested remediation (Bernard & Goodyear, 2019). This behavior could also be considered as a form of modeling appropriate professional behavior to Ann (Kemer et al., 2017).

Multicultural Considerations

Assessing Ann's remediation process through a multicultural lens would allow the team to review if there were any cultural or ethnic issues for consideration to help meet Ann's needs. Ann is an African-American female that is in her mid-30s and a single parent. She lives in a rural

southern state which is important because she may have limited internet. She noted in the initial team meeting that she preferred phone contact due to having internet challenges. Otherwise, multicultural considerations were not discussed during Ann's remediation process.

Gatekeeping and Due Process Considerations

Graduate programs screen and admit mental health students into graduate programs with the intention of endorsing and graduating them (Bernard & Goodyear, 2019). In Ann's case, the remediation was a way to provide support to her, ensure she was treated fairly, and that her rights were protected, which are important factors of the student's due process rights (Bernard & Goodyear, 2019). Furthermore, gatekeeping within the mental health profession, when enforced acts as a protection to clients, helps to develop the professional, and protects the profession throughout the supervision process (Walden University, LLC, 2018b).

An example of gatekeeping is witnessed in the referral for remediation and involving representatives from the learner's professional and educational sphere to assist her in formulating a plan of action. The professionals on the team during Ann's call were all members of the mental health profession that expressed concerns for Ann's improvement to decrease any negative impact on her clients and to support her in her profession and educational pursuit.

Remediation Plan: Strengths and Weaknesses

Some strengths of Ann's remediation plan are that the Professional Development Plan was developed with the student's input, a team approach was utilized to create the plan, and the corrective actions were framed positively. The plan also provided check-ins for the students to maintain accountability and to provide them with support throughout the process. On the other hand, a weakness of the plan was that it did not address improving communication skills, which was a developmental area of concern for the learner. Also, the team did not effectively capture

areas of deficits in the plan due to their slow start in providing input. Consequently, the team's actions affected the strength of the student's plan.

Self-reflection

After completing both calls with the team and Ann, I felt that this could be a very intense and intimidating process. For example, Ann was attending the meeting because her personal stressors were affecting her academic and professional performance, which caused additional stress in her life. However, due to the number of people on the call, I can understand how a student could feel overwhelmed, unsupported, or attacked if the team is not framing outcomes positively. Throughout the remediation process for Ann, I felt that the team supported her and wanted to help her succeed. After the first team call, the classmate that portrayed Ann verbalized she felt supported and not attacked.

Although I am not a single parent, there have been times in my career and educational journey that I could identify with Ann's struggles. Therefore, I wanted to help her as others have helped me. I understand the power of mentorship, kindness, and compassion, I chose to respond with those qualities in mind. Also, I recognize the need for clinicians to engage in self-care; therefore, this was presented to the team and Ann for inclusion in her plan, with the student controlling how her individual self-care plan is developed.

References

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