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Mentorship in Counselor Education: A Scoping Review

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Abstract

Mentorship has been widely lauded as meaningful for trainees in their professional development. To better understand the gaps in the scholarship of mentorship in counselor education, a scoping review was conducted to examine peer-reviewed research from 2005 to 2020. The scoping review, analysis, and final results were conceptualized using the National Academies of Science, Engineering, and Medicine's (NASEM) framework of mentoring outcomes. Results found eligible articles ($n = 18$) met the eligibility criteria. Implications from this study include improving conceptual rigor of mentorship outcomes in counselor education research, further investigating how underrepresented identities may benefit from mentorship, and tailoring mentorship interventions for the learning context and graduate level for counselor education students.

Significance to the Public

This scoping review advances the NASEM outcomes as a framework to organize the existing body of research on mentoring within graduate counselor education. The authors aim to highlight particular trends and gaps within the existing literature on mentorship in counselor education.

Mentorship is fundamental for the sustained professional development of the counselor (Chung et al., 2007; Ng et al., 2019) and the profession's culture, metadiscourse, scholarship, and leadership (Purgason et al., 2018; Schwiebert, 2000). Support for burgeoning counselors range from formal and informal relationships, such as supervision, consultation, and mentorship, so much so that the profession has prima facie ethical codes about each of these relationships (American Counseling Association [ACA], 2014). Mentorship in the counseling profession has been considered meaningful in the development of professional identity (Woo et al., 2014), faculty promotion and tenure (Briggs et al., 2008), and role modeling (Boswell et al., 2015). Mentorship has been articulated as a foundational doctoral standard (6.B.3.i) in the 2016 CACREP Standards (CACREP, 2016), the flagship accrediting body for master's and doctoral counselor education programs. In brief, fostering mentoring relationships is purported to be critical to a counselor's professional socialization. Arguably, an adult learner, such as a counselor-in-training (CIT), requires support and challenges in order to continue to foster self-reflection and effective clinical practice (Rousmaniere et al., 2017). As professional counselors progress — perhaps from graduate school to postgraduate/prelicensed work, to independent practice — the type of mentorship will vary given their developmental needs. To date, however, the science and practice of mentorship in counselor education remains undefined and not fully articulated.

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Mentoring is conceptually distinct from academic advising or clinical supervision (Ng et al., 2019; Schlosser et al., 2011; Titus et al., 2013). Mentoring can involve both personal and professional issues (Boswell et al., 2015; Warren, 2005), while academic advising and clinical supervision often involve educational and clinical elements of the CIT's development, but are not always as holistic. Mentoring can occur throughout one's professional development, while academic advising and prelicensure supervision are typically time-limited in duration and limited in scope to students' academic and professional development. For the purposes of this present scoping review, the authors adopt the following definition as provided by the National Academies of Sciences, Engineering, and Medicine (NASEM, 2019): "Mentorship is a professional, working alliance in which individuals work together over time to support the personal and professional growth, development, and success of the relational partners through the provision of career and psychosocial support" (p. 2). NASEM highlights that mentoring evolves over time, requires trust, mutual goals and engagement, and can involve formal and informal mentorship. We adopted the NASEM definition of mentoring in our scoping review, as we found that a continual issue in the mentoring literature (e.g., Cobb et al., 2018; Lunsford, 2012) is the tendency of researchers to describe any relational, collaborative, and/or supportive relationships as mentoring. Because mentoring is found in other roles, such as teacher, clinical supervisor, and counselor, among others, its conceptualization and differentiation as a phenomenon has been difficult (Cobb et al., 2018).

Fostering a culture of mentorship within a profession requires shared definitions, goals, and institutional support. As report authors noted, "Mentorship would be strengthened at U.S. institutions of higher education from a systematic compilation, analysis, and presentation of mentorship research and promising and emerging mentorship practices, organized as a centralized and easily accessible resource" (NASEM, 2019, p. 3). Foundational to the NASEM (2019) report is the evidence-supported teleological definition of mentorship as geared toward career support and psychosocial support. With career and psychosocial support providing a parsimonious conceptualization of the ideal outcomes for effective mentorship, the NASEM report advances the work of Eby et al. (2013) by adopting outcome categories such as attitudinal, behavior, career, and health-related changes. We believe that a clear picture of the current literature gaps will help to advance the science and practice of mentorship in counselor education. Through the present scoping review paper, we hope to provide trends and gaps in the counselor education literature on mentoring published in the most recent 15 years.

Mentorship in Counselor Education

The mentoring relationship between faculty and students is often encouraged and highlighted in graduate education (Schlosser et al., 2011). When effective mentoring provides encouragement, guidance, assurance, and inspiration that can lead to the professional development of the mentee (Fuller et al., 2008). NASEM (2019) has called for the scientific study of mentorship given its role in shaping and influencing the development of the whole person alongside core interventions of teaching, coaching, and advising. Especially critical for science, technology, engineering, mathematics, and medicine (STEMM) disciplines, mentorship is fundamental to how practitioners develop across their years of practice — with some of the most formative years occurring during their graduate studies. It appears that attention on mentorship in the counselor education literature has increased in recent years, with a particular focus on specific types of mentorship such as research mentorship (Anekstein, 2021; Hickman et al., 2021). In the absence of a clearly defined science of mentorship within the counselor education profession, the researchers identified the NASEM framework and its structure as a foundation in building out a science of mentorship within the field of counselor education.

In counselor education, researchers reported that CITs described the positive impact of faculty in their professional development, particularly when

they are encountering personal difficulties (Boswell et al., 2015). At the master's level, mentoring serves as a framework that helps students develop interpersonal skills, knowledge, and professional identity needed to be successful. Students develop meaningful relationships with their mentors, leading to growth and successful movement toward personal and career goals. Counselor educators have described the inherent value of developing future leaders through mentorship (Wahesh et al., 2018; West-Olatunji et al., 2018). Unfortunately, the current literature regarding mentoring in counselor education seems scarce and counselor educators have noted the lack of a counselor education-specific scholarly corpus to draw from (Hickman et al., 2021; Moh & Andavalli, 2021). Mentorship of doctoral students is similar to that of master's-level students, but its focus is on the unique career needs and professional skills needed to work in counselor education training programs (e.g., research, scholarship, and teaching skills), and navigating the demands and culture of higher education (Boswell et al., 2015).

Critically, if counselor education as a field is to value mentorship, then a rigorous research base is important to develop and refine. For example, the Association for Counselor Education and Supervision has previously attempted to focus implementation efforts on research mentorship (Borders et al., 2012) with the publishing of their guidelines. The absence of an understanding of mentorship unique to counselor education is likely to thwart the development of a science of mentorship in the discipline. Thus, a clear definition of what mentorship is in professional practice (see Schwille, 2008) and how it is most effectively conducted is necessary. To meet these needs, the following sections sketch one possible avenue for the development of a shared framework by which counselor educators may research mentorship.

Toward a Shared Framework for Mentorship

In recent years, NASEM has pushed for a shared, collective understanding of effective mentoring practices in STEMM, culminating in their report

The Science of Effective Mentoring in STEMM (NASEM, 2019). Dr. Angela Byars-Winston, chair of the authoring committee, affirmed that "mentorship is a skill that can be developed through intentional and reflective practice and cultural responsiveness" (NASEM, 2019, p. xi). The two main categories the NASEM framework states are critical to mentorship are career support and psychosocial support. Career support outcomes include career guidance, skill development, and sponsorship, while psychosocial support outcomes include psychological/emotional support and role modeling. The NASEM report highlights the laissez-faire approach to mentoring, often taken by STEMM professions, and instead suggests that mentorship be treated as a more intentional act and skill to be developed. By heightening the intentionality and skillfulness of mentors, the counseling profession can better meet the needs of underrepresented students and marginalized identities, and improve the overall effectiveness of our mentoring practices.

An important goal in articulating a science of mentorship in counselor education is addressing and promoting the sociocultural context of underrepresented CITs. Underrepresented identities are critical to attend to within mentoring relationships given the presumed limited access "to social capital, cultural capital, and networks" (NASEM, 2019, p. 51; see also Gaddis, 2012). Such underrepresented identities include racial/ethnic, gender/sexual minority, international, and students with disabilities (visible and nonvisible). In order for mentoring relationships to be culturally responsive, mentors and mentees should broach cultural context, worldview, and bias, and cultivate opportunities and environments that promote equity and inclusion in these relationships (House et al., 2023).

Despite a general support in the professional milieu for mentoring across disciplines and professions, there remains unclear empirical support for mentoring processes and strategies in counselor education, in addition to murky empirical support for specific mentoring practices (Johnson, 2002). Given the broad usage of the NASEM report within

STEMM, there appears to be potential utility for social science fields, inclusive of counselor education, to utilize this framework. This approach, of studying the science of mentorship in the field of counseling, has the potential to strengthen our collective professional identity and address the need for outcome-based knowledge (Wester, 2019). Thus, the authors adopted the NASEM outcome framework as an organizing heuristic for the current study.

Purpose of the Study

The intent of this study is to understand the breadth of scholarship that uniquely focuses on mentorship within counseling and identify current available evidence from 2005 to 2020. To date, there are few rigorous, well-operationalized, and testable mentoring models unique to the field of counseling. Counseling researchers require evidence-supported mentoring frameworks that are well-identified, defined, and validated for use. To achieve this, researchers first require a snapshot of where the extant research on mentorship in the counseling profession stands. The main research question guiding the current study is:

1. What scholarship exists within the extant literature, of the last 15 years, that focuses on the topic of mentorship within counselor education?

We selected 15 years as the period for consideration, primarily because published research leans on the canon of literature published within the last 10 years, and expanding the scope by 5 years captures articles that are still within a range of recency and relevance for the professional field. The authors were broadly inclusive of the counseling field — choosing to include counseling psychology within the scope of research. Although professionally distinct, pragmatically, there is often overlap. For instance, departments may be housed jointly within university structures (e.g., mentorship programs) and professional association leaders have varied educational backgrounds, including degrees in counseling psychology (Woo et al., 2016). We formed the following subresearch questions out of

an interest to develop a clearer understanding and picture of the research coverage of mentorship in counselor education:

1. What are the most commonly researched outcomes of mentorship per the NASEM outcome framework?
2. What mentee education level is most often studied (e.g., doctoral v. master's)?
3. What learning contexts (e.g., online, on-ground, hybrid) are represented in the scholarship?
4. What type of research methodology (e.g., qualitative or quantitative) trends exist?
5. With what frequency are multicultural graduate students addressed by the research, according to the NASEM underrepresented identity categories?
6. What publication trends exist across journals and professional affiliation?

As existing scholarship on mentoring has begun to employ the NASEM (2019) framework in formal inquiries (e.g., Black et al., 2022; Hernandez et al., 2023; Pfund et al., 2021), we considered the NASEM framework an appropriate outcome structure to adopt. In order to respond to the research questions, the authors selected a scoping review methodology, a type of knowledge synthesis strategy (Straus et al., 2016; Tricco et al., 2016).

Method

The current study aimed to summarize the available evidence and identify knowledge gaps of mentorship in counselor education. To achieve this, we conducted a scoping review per the guidelines outlined by Khalil et al. (2016) and Peters et al. (2015). What follows is in alignment with the reporting standards developed by Tricco et al. (2018), the Preferred Reporting Items for Systematic Reviews and Meta-Analysis – Scoping Review (PRISMA–ScR) extension. The PRISMA–ScR is a defined set of reporting guidelines that have been established to increase transparency and increase consistency around the reporting of scoping reviews (Tricco et al., 2018).

We limited scholarly literature considered eligible for inclusion to peer-reviewed research that focused on mentoring in graduate counselor education/counseling, inclusive of counseling psychology. We wanted to focus on the formative period of time that graduate studies provide for professional development, particularly given counselor education programs' role in influencing and shaping the career trajectories of their students through mentorship, alongside teaching and supervision. In part due to professional counseling and counseling psychology's shared history, theoretical roots (Brady-Amoon & Keefe-Cooperman, 2017), and scholarly overlap of research foundations, authors deliberately included counseling psychology training programs within our initial literature search. Literature would only be considered eligible for inclusion if it was published in the English language between January 2005 to December 2020, a 15-year time span. The authors excluded literature if it was conceptual in nature or published in a language other than English. Authors also excluded literature that solely focused on noncounseling trainees, such as trainees in clinical/social psychology, social work, or undergraduate programs. Databases searched included PsychInfo, ERIC, and PubMed. Keywords searched included "counsel*" and "mentor*", utilizing the Boolean operator "*" to expansively search all permutations of the search term (e.g., "counsel" such as "counselor" or "counseling"). The authors focused within the professional lifecycle of counseling graduate programs, as we wanted to look at it through the lens of academia, reduce the confusion of the difference between supervision and mentoring, and to ensure that supervision was not the focus of the present article (e.g., most new professionals would be in clinical supervision). The advanced search features were utilized to specify that "counsel*" and "mentor*" must appear in either the title or abstract (Waid et al., 2021). The first and second authors searched each database with the specified search parameters between August 2021 and September 2021. After the database searches, the yield of records was saved in a shared cloud-based folder. The yield of records ($n = 1,293$) was subjected to multiple levels of screening and eventual review.

Authors sought out prior scoping review protocols (Cooper et al., 2021) on the topic of mentorship in counselor education from Open Science Framework, EQUATOR (Simera et al., 2010), and counseling journals. The search for registered or published scoping review protocols yielded none. Therefore, the following protocol and methods presented in this article were preplanned and agreed upon by the research team. The flow chart diagram (see Figure 1) sketches a visual summary of the screening process described herein, as well as the number of records screened at each stage of the process.

Level 1 Screen

The first and second author independently screened the full search yield ($n = 1,293$) by reviewing the title of every record. At this level, each author reviewed the title of the record and denoted a simple "yes" or "no" to indicate whether the record should be considered for full-text review. If the title appeared to meet the inclusion criteria, then the author copied the article citation into a spreadsheet for further review. The research team erred on the side of inclusion if they were in doubt about a record's eligibility. At this stage, within-author duplicates were removed, and the two authors' results of the Level 1 screen ($n = 196$) were then moved along to the next screen.

Level 2 Screen

The third and fourth authors each reviewed a yield of records from the Level 1 screen ($n = 196$). At this level, each author independently reviewed the title and abstract for eligibility for inclusion, indicating either a "yes" or "no" for each result. If we deemed a result unable to meet the inclusion criteria, we documented its reason. The results of the Level 2 screen from each author were then combined together, duplicate results were removed, and advanced, leaving a total of 68 records.

Figure 1

PRISMA Flow Diagram
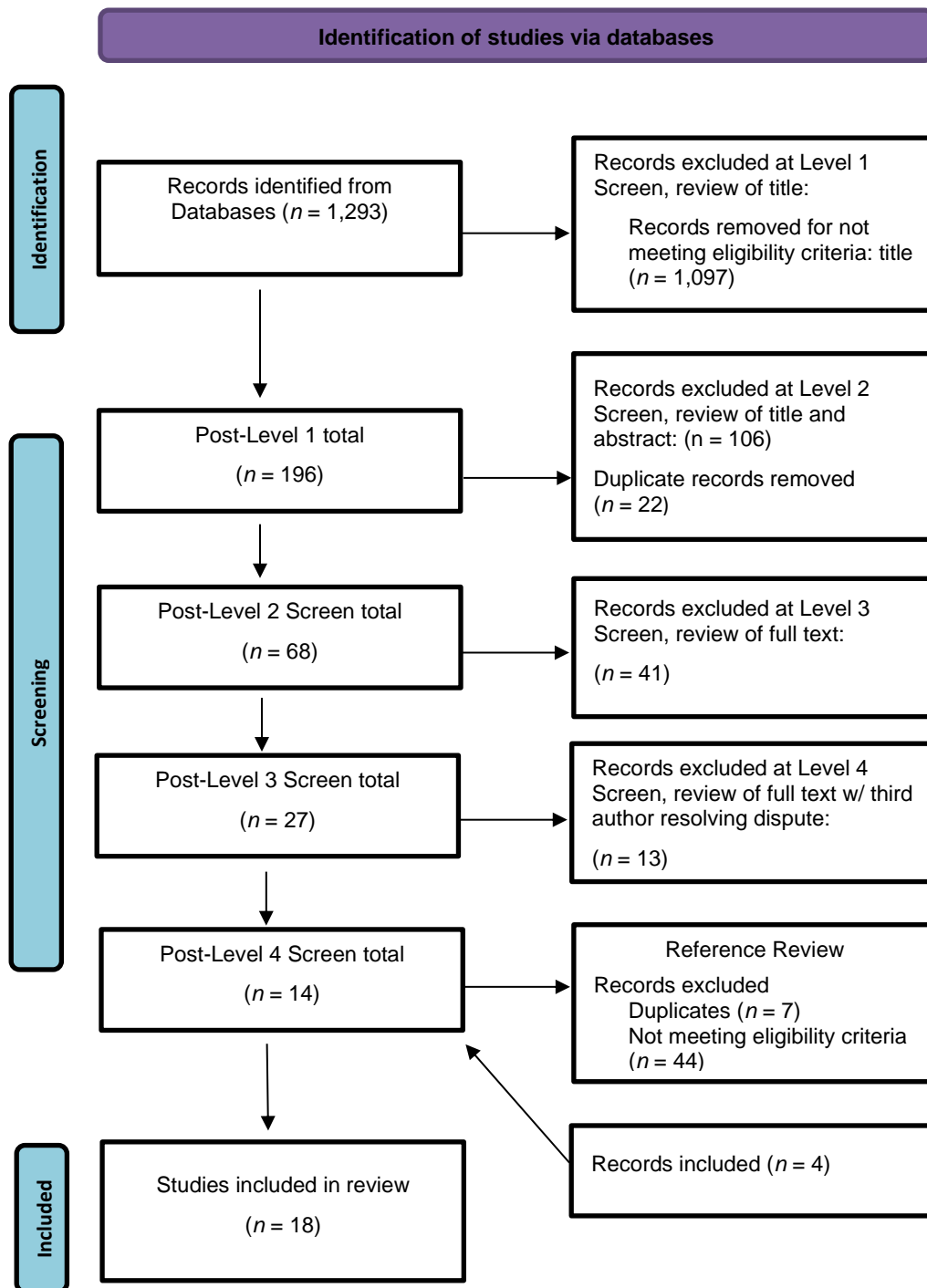
Note. Figure adapted from Page, M. J., et al. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *BMJ*, 372, n71. https://doi.org/10.1136/bmj.n71

Level 3 Screen

At the third level, the first and second authors completed a secondary screening using the title and abstract, each evaluating the same list of results, indicating each with a "yes" or "no." The authors then compared results from this level of screening for agreement on eligibility for study inclusion. The first and second authors discussed disagreements and resolved such disagreements by reviewing the title and abstract and in ad hoc consultation with the third author. We moved forward all records that were collectively indicated "yes" ($n = 27$).

Level 4 Screen

At this final stage of review, the first and second authors conducted full-text reviews for all records remaining at the Level 4 screen. We retrieved the articles, and the entire article was reviewed against the inclusion criteria. The authors then advanced final records ($n = 14$) for data collection.

Reference Review

Each record that was denoted "yes" for inclusion from the Level 4 screen was subject to a reference review. The reference review process included scanning each reference list of the records remaining from the Level 4 screen and identifying any potentially eligible records, a process modeled in Cooper et al. (2021) and Pham et al. (2014). The first and third authors documented all potentially eligible records and then scrutinized with a full-text review and considered for eligibility. Any records that we considered eligible from the reference review process ($n = 4$) were added to the final list of records from the Level 4 screen.

Data Collection

We developed a matrix instrument (Goldman & Schmalz, 2004) to collect and organize the data collection of the final records postreference review ($n = 18$). Data related to each article was collected: title, author(s), year of publication, publishing journal, professional affiliation of the journal, type of methodology, theory of mentorship, trainee level,

learning environment (on-ground, online), NASEM outcomes (psychological and emotional support, role modeling, career guidance, skill development, sponsorship) and underrepresented mentee identities (race/ ethnicity, gender/sexual minority, disability, international). To organize the data, the first three authors collected data independently. We then discussed our initial review and process. To determine the final dataset, full consensus postdiscussion was required for each record.

Synthesis of Results

We analyzed the results with descriptive statistics and simple visualization of data trends (e.g., frequency, type). Based on each research question, we discussed the data points and considered any trends and how to best report the data. Having described the process of the scoping review, we present the results of the scoping review based on the PRISMA–ScR.

Results

Research Methodology and Mentoring Outcomes

After multiple levels of screening, 18 articles met the stated eligibility criteria. Of these articles, 13 (72.22%) utilized qualitative methodologies and 4 (22.22%) utilized quantitative methodologies (see Table 1). Only 1 article (5.55%) was designed with mixed-methods. Regarding the use of a theoretical frame, most articles ($n = 11$, 61.11%) did not employ a specific theory of mentoring. The remaining articles ($n = 7$, 38.88%) utilized a specific theory of mentoring in the conceptualization of mentorship; however, across the articles there was little consensus of the theories employed by the authors. Such theories included Kram's (1985) mentor role theory, Tenenbaum et al.'s (2001) extension of Kram (1985), Fassinger's (1997) feminist mentoring model, Benishek et al.'s (2004) multicultural feminist model, social constructionism (Gergen, 1999), Tentoni's (1995)

Table 1

Articles by Methodology Type (N = 18)

Citation	Journal	Qual	Quant	Mixed
Baltrinic et al., 2018	*The Professional Counselor*			1
Brown & Grothaus, 2019	*The Professional Counselor*	1		
Chan et al., 2015	*Journal of Counseling Psychology*	1		
Chung et al., 2007	*International Journal for the Advancement of Counselling*	1		
Deemer et al., 2011	*Training and Education in Professional Psychology*		1	
Duenyas et al., 2020	*International Journal for the Advancement of Counselling*	1		
Goode-Cross, 2011	*Training and Education in Professional Psychology*	1		
Holm et al., 2015	*Counselor Education and Supervision*	1		
Karazsia & Smith, 2016	*Teaching of Psychology*		1	
Kent et al., 2020	*The Professional Counselor*	1		
Koro-Ljungberg & Hayes, 2006	*Mentoring & Tutoring*	1		
Lazovsky & Shimoni, 2007	*Journal of Counseling & Development*		1	
Limberg et al., 2013	*The Professional Counselor*	1		
Limberg et al., 2020	*The Professional Counselor*	1		
Murdock et al., 2013	*British Journal of Guidance & Counselling*	1		
Taylor & Neimeyer, 2009	*Counselling Psychology Quarterly*		1	
Wong et al., 2013	*The Counseling Psychologist*	1		
Woo et al., 2020	*Journal of Multicultural Counseling and Development*	1		
Total		**13**	**4**	**1**

mentoring model, the Discrimination Model (Bernard, 1979), Wong et al.'s (2013) person-centered mentoring model, and human agency theory (Bandura, 2001).

In considering the NASEM mentoring outcomes framework, of the 18 identified articles, 94% (n = 17) addressed at least one of the outcome categories of psychosocial support or career/instrumental support (NASEM, 2019). Of the 17 articles which addressed at least one of the subcategories of NASEM outcomes, 14 (82.35%) addressed psychosocial support and 13 (76.47%) addressed career/instrumental support. All the articles within the category of psychosocial support addressed the subcategory of psychological and emotional support (n = 14, 100%), while 85.71 % (n = 12) addressed the subcategory of role modeling. Of the articles (n = 17) that focused on the category of career/instrumental support, 13 (72.22%) focused on the subcategory of career guidance, as well as the subcategory of skill development (n = 13, 72.22%), while only 11.11% (n = 2) focused on the subcategory of sponsorship.

Trainee Level and Learning Context

Each of the included records utilized graduate students as participants in their samples, per the established inclusion criteria. Of the 18 total articles, 12 (66.67%) focused on doctoral-level students, 3 (16.67%) included a mixed sample of graduate levels, 2 (11.11%) focused on master's-level counseling students, and 1 (5.56%) did not disclose the trainee level of the participants. In assessing the learning context or modality of mentoring relationships, 2 (11.11%) articles focused on on-ground mentoring relationships, while the remainder (n = 16, 88.89%) did not disclose the learning context of the mentees.

Underrepresented Identities

We tracked multicultural identities from the articles meeting inclusion criteria, namely race/ethnicity, gender/sexual minority, international, and disability. Of the 18 articles scoped, 61.11% (n = 11) focused on some aspect of multicultural identity of mentees. We examined articles for their

attention to these identities, with 7 articles (38.88%) focused on race/ethnicity, 3 (16.66%) focused on gender/sexual minority status, and similarly, 3 (16.66%) focused on international mentees. However, across the 18 articles, none attended to the needs of mentees with disabilities.

Publication Trends

Regarding the trends in publication, the articles were published across professions, including journals in counselor education ($n = 11$), psychology ($n = 6$), and educational leadership ($n = 1$). The 18 articles were distributed across 12 journals: *The Professional Counselor* ($n = 5$), *International Journal for the Advancement of Counselling* ($n = 2$), *The Counseling Psychologist* ($n = 1$), *Training and Education in Professional Psychology* ($n = 2$), *British Journal of Guidance and Counselling* ($n = 1$), *Counselor Education and Supervision* ($n = 1$), *Counselling Psychology Quarterly* ($n = 1$), *Journal of Counseling and Development* ($n = 1$), *Journal of Multicultural Counseling and Development* ($n = 1$), *Journal of Counseling Psychology* ($n = 1$), *Mentoring and Tutoring* ($n = 1$), and *Teaching of Psychology* ($n = 1$).

Discussion

In our scoping review, 18 articles met full eligibility criteria as research-based, published in a peer-reviewed journal, and focused on mentorship in counselor education/counseling. The majority of articles were published in counselor education journals ($n = 11$, 61%), while psychology ($n = 6$, 33%) and educational leadership ($n = 1$, 5%) journals published the remaining articles. To better understand the gaps in the extant research, this scoping review employed the NASEM outcomes as an organizing framework, inclusive of the NASEM underrepresented identities categories (e.g., race/ethnicity, gender/sexual minority). In the next section, we discuss implications for researchers of mentorship in counselor education and professional

bodies invested in the professional development of CITs.

Mentorship Outcomes in Counselor Education

Research on mentorship in counselor education is predominantly qualitative in nature ($n = 13$) with little research employing quantitative methods ($n = 4$). When evaluating articles for whether they mapped onto the NASEM outcome framework, authors had to continually return to the NASEM definitions for psychosocial support and career/instrumental support, especially for qualitative studies. Outcomes related to psychological and emotional support enjoyed the most scholarly attention ($n = 14$) in the past 15 years. This is not too surprising given counseling's focus on the holistic well-being of the person (Myers & Sweeney, 2008) and the role mentorship plays as a source of affective and emotional support for CITs (Boswell et al., 2015).

Career guidance was the next most frequently studied outcome ($n = 13$) explored by the research. Counselor education's historical roots in career counseling (Engles et al., 1995) may help explain the emphasis on career guidance outcomes in mentoring relationships, such as supporting career construction and professional pathway decision-making. Skill development outcomes ($n = 13$) were studied just as often as career guidance, perhaps due, in large part, to the skill-based nature of academic and teaching mentoring relationships.

Role modeling, discussed in two-thirds ($n = 12$) of the reviewed articles, was often mentioned in the research but not clearly defined as activities or methods by which mentors' services as a role model affected behavioral, attitudinal, or values changes. Authors spent a good deal of time seeking resolution about what was considered role modeling outcomes given the opaqueness of how role modeling is discussed in the research. Sponsorship was the least discussed mentorship outcome ($n = 2$). Sponsorship, as a career support outcome, included public acknowledgement or advocacy for the mentee within the professional network. West-

Olatunji et al. (2018) have discussed the particular importance of sponsorship for underrepresented CITs.

Researchers developing lines of scholarship focused on mentorship in counselor education may use these scoping review results to sketch out their multiyear research plan alongside the NASEM recommendations to build out a science of effective mentorship through clear outcomes. Though the NASEM framework is helpful in mapping gaps and future research needs, our results fall short of evidencing support for specific interventions that can be implemented to furnish ideal outcomes. To meet the continued call for high quality intervention and outcomes-based research (e.g., Johnson et al., 2022; Lenz, 2021; Wester, 2019) future scholarship on mentorship in counselor education may begin to explore what specific interventions can be implemented to improve outcomes for mentees and mentors. For example, there is some evidence to suggest that the more mentors a mentee has access to, the better the professional development outcomes (Higgins, 2000). Indeed, supporting multiple mentorship opportunities is a recommendation by NASEM (2019) so that mentees can develop "a constellation of mentoring relationships with multiple individuals" to support their professional growth (p. 189).

Trainee Level and Learning Context

The majority of the articles that met eligibility criteria focused on counselor education doctoral students (CEDS). This is, perhaps, understandable given the greater program duration/amount of time that faculty spend with CEDS compared to master's-level students. CEDS are often considered future faculty and leaders of the profession (Goodrich et al., 2011), so it comports that the majority of research focusing on mentorship in counselor education of the past 15 years would focus on CEDS. Notwithstanding, it is worth noting that seemingly few published research articles had focused on master's-level students. Master's-level CITs comprise the majority of the membership of the counseling profession, so critical inquiry into mentorship dynamics and CIT practices is

particularly warranted, especially given the limited nature of such research available for consultation.

In considering the learning contexts within the scoped articles, authors of the articles appeared to implicitly assume that their sample or design was based on an on-ground program as the type of program delivery was not explicitly stated for the majority of the reviewed articles ($n = 16$, 88.89%). We found this lack of clarity of the learning context to be concerning, especially if future researchers intended to replicate or validate any previous findings. Future writing and research on mentorship in counselor education would benefit from specificity of program context, or delivery method (e.g., online, hybrid), as modality type may provide both challenges and opportunities for mentorship within the learning space (Chen et al., 2020). Researchers and accrediting bodies of counseling programs may benefit from considering the unique needs of adult learners across different delivery methods and program contexts. Namely, just as online education cannot be a carbon-copied version of on-ground education, so, too, mentoring methods require unique application according to the educational context of the CIT.

Supporting Underrepresented Identities

As indicated in this scoping review, unique mentorship models and methods in counseling have yet to be rigorously evaluated in the research corpus for various multicultural groups. The scoping review yielded some articles with a focus on mentorship in counseling race/ethnicity, gender, and international identities. For example, some scholars (Hyun et al., 2021) have called for specific mentoring strategies to address the needs of international CITs. Results from this scoping review would suggest the need for a systematized research program that focuses on the needs of underrepresented mentees in counselor education. This is a critical topic area for the future of counselor education given the role graduate programs in counselor education play in producing a diverse workforce prepared to meet the needs of a multicultural and global society.

Studies that focused on gender/sexual minority status were all women-focused in their design. Though the category of "gender/sexual minority" included "sexual minority," we found no studies in this scoping review which specifically addressed lesbian, gay, bisexual, transgender, gender expansive, or queer mentees in counselor education. Of concern, no studies addressed or focused on mentees with disabilities. This is particularly striking given the counseling profession's focus on justice and respect (ACA, 2014) for trainees and clients alike. Given the recent incorporation of rehabilitation counseling into the larger counseling profession (Estrada-Hernández, 2016), hopefully counseling researchers will collaboratively develop research lines that include disability as an important diversity variable in mentorship research.

With such gaps identified, if the counseling profession is to seriously address the project of developing a more diverse workforce, meaningful research and implementation efforts must be made to mentor the next generation of professional counselors while incorporating their diverse identities (Thacker & Barrio Minton, 2021). Education programs and professional associations may observe this gap and work toward developing programming and scholarship initiatives that incentivize the devising of mentoring programs that target underrepresented CITs.

Limitations

In structuring the initial search strategy, the search criteria specified that both "mentor*" and "counsel*" be part of the title and/or abstract (Waid et al., 2021), with the intention that this would identify articles focused on mentorship in counselor education. While being inclusive of a broad range of potential search terms, this strategy may have inadvertently excluded articles that did not explicitly mention a permutation of "mentor*" or "counsel*" in their abstract or title. Although we employed alternate methods of identifying articles (i.e., reference review), future scoping reviews should consider more expansive avenues for article selection (e.g., Pham et al., 2014). Editorial teams may consider, too, that future researchers may

utilize knowledge synthesis methods, so developing intentional wording in abstracts (e.g., Lenz, 2020) may assist in initial record identification.

An additional limitation surrounds the selected scope of the research, namely the more expansive definition of counseling, inclusive of counseling psychology. For the present study, the authors believe its inclusion to be justifiable, given the professions' historical and pragmatic overlaps. However, such a decision does impact the articles scoped and selected for inclusion. Future research has the opportunity to adopt a narrower focus solely on counselor education.

One of the clear challenges in both searching for and coding many articles is the conceptual disagreement that exists with the term "mentoring." For instance, Deemer et al. (2011) provided examples of mentoring, but the definition of mentoring utilized was not clearly defined. Given that the definition of mentoring is readily debated, and often functionally mistaken for advising and supervision (Lunsford et al., 2017; Ng et al., 2019), clarification of an operational definition that avails itself to research purposes is important for counseling researchers to construct. Further, many articles superficially touched upon NASEM outcomes and/or functions of mentorship. So, while the threshold of addressing the topic may have been met, it was by no means done so comprehensively. As such, the authors recommend further research attending to these essential elements of mentorship, with clear acknowledgement of diversity within outcome subcategories.

Conclusion

Mentorship is an important element of the strategy to effect change, foster growth, and empower professional counselors across their development. The work of NASEM on the science of mentorship has raised critical awareness around the importance of understanding how STEMM fields, arguably inclusive of counselor education, engage in effective mentorship. Effective mentorship in counselor education has the potential to support

professional growth, provide psychosocial support, and promote diversity in the workforce through increasing equity and inclusion. However, to date, a science of mentorship in counselor education has yet to be articulated in a way that is grounded in research-based and practice-based interventions. The need to advance the scholarship and practice of mentorship in counselor education is vital to the continued sustainability and growth of the profession. Counselor educators and related stakeholders (e.g., professional counseling associations, accrediting bodies) would benefit from a robust engagement of the study of mentorship in the counseling profession.

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